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ABSTRACT

Contained in the catalogue are descriptions of 16 New Jersey public school regular and special education programs which have been shown to be successful, cost effective, and exportable. Considered are such aspects as essential program elements, goals, evaluation design, costs, dissemination services, and contact information. Among programs described are an individualized adapted physical education program for handicapped children, a diagnostic-prescriptive reading program for grades K-3, a high school government course, a humanities program for grades K-6, an educational and health program for pregnant students, and a learning center approach and prescriptive teaching workshop regarding mainstreaming of special education students. Among four appendixes is a list of projects funded for national dissemination in states other than New Jersey. (CL)

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educational programs that work

VOLUME 1

EDUCATIONAL PROGRAMS THAT WORK

VOLUME I: A CATALOGUE OF DEMONSTRATION SITES OF SUCCESSFUL EDUCATIONAL PROGRAMS DISSEMINATED THROUGH THE NEW JERSEY ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE III, IV-C PROGRAM

The programs described in this catalogue have been validated as successful, cost-effective, and exportable by the standards and guidelines of the United States Office of Education. Their dissemination is carried out through funding from the Elementary and Secondary Education Act, Titles III and IV.

Educational Programs that Work, Volume II will contain descriptions of educational programs developed in states other than New Jersey, approved by the U.S. Office of Education for national dissemination, and available to New Jersey educators.

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Department of Education, State of New Jersey
225 West State Street, Trenton, New Jersey 08625

September, 1975

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225 WEST STATE STREET
TRENTON, N. J.

OFFICE OF THE COMMISSIONER

Fall, 1975

The programs described in the 1975-76 edition of Educational Programs that Work, Volume I have been successfully developed and field tested by local public schools in New Jersey in cooperation with the Department of Education. They have been validated as successful, cost-effective, and exportable by the standards and guidelines of the United States Office of Education. As a result they are funded by the Department of Education to offer dissemination services and materials to educators throughout the state.

During the coming year educators in every New Jersey district will receive invitations to attend workshops organized by the Division of Research, Planning, and Evaluation and the Educational Improvement Centers at which information about these programs and their dissemination services and materials will be presented. Information will also be available in Interact and at many conferences and conventions for educators throughout the year. Additional information will always be available from the project staffs, the EIC's, and the Department of Education.

I hope that the availability of the materials prepared by the project staffs and the training and consultation that they can provide to district staffs will assist you in your efforts to augment your educational programs.

Fred G. Burke
Commissioner of Education
State of New Jersey

FOREWORD

PROGRAMS THAT WORK AND T AND E

Under the proposals for a "thorough and efficient" educational system, the State Department of Education in New Jersey is developing a School Approval Process. This proposed process is an education management model which might be described as "participatory accountability." This School Approval Process places the constitutional responsibility for a thorough and efficient education on each individual school district in New Jersey. Each district will be setting its educational goals and performing an educational assessment according to guidelines established by the State Department.

It is anticipated that as local districts set goals and assess achievement levels, "discrepancies" or gaps between aspirations and achievement will be discovered. As these educational discrepancies are discovered by the parents, administrators and teachers of a district, they may want to select new programs to support their educational improvements.

The State Department of Education plans to develop four Educational Improvement Centers across the state. These EIC's will serve as depositories of innovative programs and practices. Members of local districts will be able to visit these centers and to choose among many program ideas. The EIC's will be developing "program libraries" in which information and training materials on innovative programs will be stored.

A special set of these programs will include the validated Title III programs. Many of these programs have been developed in New Jersey by local districts who have been guided and assisted by the R and D process which has been developed in the Division of Research, Planning and Evaluation. This process has involved many hours of dedication, hard work and creativity by staff members of both the State Department and many local districts. The developers of these programs that work must be commended for their innovative contributions to educational improvement. We look forward to their leadership as we proceed to support the modernization of educational practices under the constitutional mandate of a "thorough and efficient" education.

Your comments about, and interest in, these *Educational Programs that Work* will be welcomed.

Gary Gappert

Gary Gappert
Assistant Commissioner
Division of Research, Planning, and Evaluation

DIVISION OF RESEARCH, PLANNING, AND EVALUATION
DEPARTMENT OF EDUCATION
STATE OF NEW JERSEY

Staff members of the Research and Development unit of the Project Center are responsible for the organization, management, and evaluation of the Elementary and Secondary Education Act, Titles III and IV-C program in New Jersey. They may be called upon for technical assistance in the design, field testing, and dissemination of educational programs. The office's telephone numbers are (609) 292-3010/6036/8454 and (609) 396-5251/5291.

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Staff members of the State Facilitator Project are responsible for the dissemination in New Jersey of successful educational programs developed in other states. They may be called upon for additional information regarding out-of-state programs listed in Appendix D.

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This manual was prepared by Dorothy B. Soper.

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INTRODUCTION

This catalogue contains descriptions of sixteen educational programs developed in New Jersey public schools and validated by the standards and guidelines of the United States Office of Education as successful, cost-effective, and exportable. Of these programs twelve are funded for the 1975-76 academic year through the Elementary and Secondary Education Act, Titles III and IV to offer complete dissemination services and materials to educators who are interested in learning about them, seeing them in operation, and replicating them wholly or in part in a new site. An additional four projects will be able to supply written and/or audio-visual materials to interested parties. The purpose of this catalogue is to bring these New Jersey *educational programs that work* to the attention of educators and laymen concerned with education.

A development and dissemination effort in education. The purposes of the Elementary and Secondary Education Act, Titles III and IV include the development and dissemination of innovative educational programs. The New Jersey Department of Education receives an annual appropriation which is allocated on a competitive basis to local school districts to underwrite the development of new programs. In addition, the department's staff provides to the staffs of local districts consultation in planning and field testing innovative programs. In the development stage, programs receive funding from one to three years with the expectation that local Boards of Education will assume support of successful programs.

Following development, the next step is for successful ideas and programs to be widely replicated thus fulfilling the second purpose of the enabling legislation. The dissemination of New Jersey programs within the state began in 1972 along with similar efforts in other states. Statewide efforts were augmented in 1974 through a national dissemination network established by the U.S. Office of Education through ESEA, Title III, Section 306 funding. This means that New Jersey educators now have the opportunity to make use of successful development efforts from throughout the nation. *Educational Programs that Work*, Volume II contains descriptions of programs from other states whose materials and services are available to New Jersey educators.

Both statewide and national dissemination efforts are based upon a consumer protection policy which assures potential users that these programs have improved students' learning and/or attitudes towards themselves or school. To be eligible for dissemination each New Jersey program must be validated as explained above. For national dissemination, programs must be endorsed by the Dissemination Review Panel of the U.S. Office of Education.

To date twenty-one New Jersey programs have been validated. These programs are listed in Appendix A. Approximately one hundred programs have been endorsed for national dissemination including eleven New Jersey programs. Of these programs, approximately sixty are funded for dissemination in 1975-76. Appendix B lists the New Jersey programs approved for national dissemination and Appendix D lists out-of-state programs funded for national dissemination in the current year.

Dissemination formats and approach. For the New Jersey projects three basic dissemination formats are used. The most common is the establishment of a successful program's originating district as a demonstration site where interested persons may see the program in operation, examine its materials, and receive training in its implementation. The cost of the dissemination effort is supported by ESEA, Titles III and IV. There is no charge to the staffs of districts who receive these training and consultation services but the adopting districts are responsible for the costs incurred by their own staffs to take the training and implement the program. To be eligible for training potential adopter districts must give evidence of their intent to use the training and willingness to respond to questionnaires about the use and impact of the program. The written and audio-visual materials of the validated programs are available at cost. These dissemination services and materials are described fully in this catalogue.

At this writing three validated programs are affiliated with New Jersey colleges. The training offered by one is accredited by two colleges. The curriculum content of two others is included in courses in several colleges. In addition, most projects include practicum and student teachers in their work during their development and dissemination years. In these ways information about successful educational programs is being made available to persons receiving undergraduate and graduate training in education.

Finally, in some cases, program materials are appropriate for commercial publication under copyright to the originating district's Board of Education and under terms and conditions approved by the New Jersey Commissioner of Education. Royalities accrue to the local Board of Education and may be used for continued development efforts. A portion of one program follows this format. Staffs of other programs are seeking commercial publishers.

A complete discussion of the statewide dissemination program will be found in *Pathways to Success, A Manual for the Dissemination of Successful Educational Programs* (1974) which is available upon request from the Division of Research, Planning, and Evaluation.

In its first year the dissemination effort on behalf of out-of-state programs focused on bringing into New Jersey project staffs from other states to give orientation workshops and their returning to provide training and follow-up consultation for districts that made a commitment to implement the programs. There is no charge to adopter districts for these orientations, training, and consultation services. Materials are available either free or at cost from the project staffs.

In the current year the dissemination of both New Jersey and out-of-state projects will continue as before while emphasizing the establishment of training capabilities among the staff of the Educational Improvement Centers that, in turn, will provide long-term dissemination potential for successful programs. This effort will supplement the previous close working relationship between the Educational Improvement Centers and the statewide and national dissemination efforts of the Division of Research, Planning, and Evaluation.

Special acknowledgement must be made of the extent to which the Union Township Board of Education has made its facilities available to the Department of Education for workshops and conferences to foster this dissemination program. Their cooperation has been invaluable.

Dissemination Impact

During the three years of the statewide dissemination program sixty percent of the New Jersey districts as well as many nonpublic schools have either purchased the materials of the New Jersey projects and/or implemented one or more of the programs. Approximately 90,000 students throughout the state have received instruction in at least one of the validated programs as a result of their continuing use in the originating districts and their implementation in adopter sites. After one year of national dissemination New Jersey projects are being implemented in twenty-five states other than New Jersey.

Projects from Ohio, Minnesota, Utah, Missouri and Alabama were introduced to New Jersey educators during the past year. Currently approximately thirty New Jersey districts plan to implement one of these projects. It is anticipated that some of these districts will, in turn, become demonstration sites so that these projects will become available for continued dissemination within the state.

Evaluation reports of both the statewide and national dissemination efforts are available upon request from the Division of Research, Planning, and Evaluation.

SECTION I: SUCCESSFUL EDUCATIONAL PROGRAMS WHOSE STAFFS OFFER COMPLETE DISSEMINATION SERVICES AND MATERIALS TO INTERESTED EDUCATORS

Resource materials produced by validated New Jersey programs and available to interested educators.

Academic Advancement Program: Mathematics

Morristown, New Jersey

OVERVIEW

The Academic Advancement Program: Mathematics is an individualized instructional program for grades six through eight that can be used for remediation in grades nine through eleven. On the basis of diagnostic tests, students' mastery of basic mathematic skills is determined. Using this information, teachers introduce students to new mathematic skills and concepts which reflect their developmental level. As students learn new information, they progress to more difficult work. Instruction is individualized. Students move through the work at a rate commensurate with their developmental level.

The materials used in the program are commercial textbook materials and consumables reassembled into skill sequences. The materials are broad enough in scope to meet the needs of a wide range of student abilities. However, it is an open program which is designed to be adapted to the needs of the particular population it serves by either adding to or changing the commercial materials used or including teacher developed materials.

AAP: Mathematics serves 217 students of all developmental levels in the Frelinghuysen Junior School and 160 students who require compensatory instruction in the ninth through eleventh grades of the Morristown High School. The program was developed to accommodate the wide range of developmental levels among students in the Morris School District that resulted from the merger in 1972 of two previously separate districts to achieve racial integration.

To complement this program of individualized instruction, teachers have developed a record keeping system and several styles of room arrangements which give students privacy for independent work and free teachers for the primary task of instruction.

ESSENTIAL ELEMENTS OF THE PROGRAM:

The program's replication in another site is defined by use of the mathematics skill development sequence in at least one grade for individualized instruction on a diagnostic-prescriptive basis.

GOALS, EVALUATION DESIGN, AND RESULTS

Goal #1

To increase the average learning rate in mathematics of at least 60% of the participants by at least 25%.

The *Stanford Achievement Test:* Intermediate II Level, 1964 Edition, forms X and Y were used to measure achievement of the goal. A total score was determined by averaging the grade level scores from three subtests: Arithmetic Computation, Arithmetic Concepts, and Arithmetic Applications. Each of these subtests has a range from 2.0 to 12.9 in grade level norms.

The pretest was used as a baseline to establish an average learning rate by dividing the grade level score by the number of months of school instruction beyond kindergarten. An expected score at post-test time was calculated by increasing the average learning rate by 25% as prescribed by the goal. The per cent of the participants in grades 7 through 12 exceeding the expected score was 67%.

Goal #2

To show that learning in mathematics for junior high school students is not adversely effected when classroom units are changed from homogeneous group instruction units to individualized instruction in heterogenous units.

The *Iowa Tests of Basic Skills* (1971 edition) are used in the district-wide testing program. There are two subtests (Mathematics Concepts and Mathematics Problem Solving); a total mathematics score is reported.

All sixth and seventh grade students in the Frelinghuysen School were pretested and posttested with the Iowa Test of Basic Skills. The AAP group and control group are not significantly different on the pretest or posttest at either grade level.

COSTS

The bulk of the ESEA, Title III development grant from 1972 through 1975 was used for staff and curriculum development. Replication costs will vary with the staff and curriculum resources of potential consumer districts. Provision must be made for the preparation of instructional materials prior to the beginning of the school year. The cost of the initial acquisition of materials may be as much as $10.00 per student. Most districts, however, will be able to use many materials that are already on hand. New purchases may be provided for through a reallocation of current expenditures.

DISSEMINATION SERVICES AND MATERIALS

The project has been funded by ESEA, Title III to offer visitation opportunities and dissemination materials and training services to interested educators. A brochure describing the project is available free of charge. The following materials are available free of charge or at cost as designated.

Final Project Report	Free of Charge
Replication Manual for the Classroom Teacher	Price to be determined
Administrator's Guide	Price to be determined

The project staff will offer training sessions to the staffs of districts that sign a commitment to replicate the program's essential elements. There is no charge for the services of the project staff. Consumer districts are responsible for costs incurred by their staffs for training and the installation of the program.

Inquiries about the project and its dissemination plan should be made to the project director. Project materials should be ordered from the project director.

CONTACT PERSON

Joseph H. Dempsey, Project Director
Morris Public Schools
Morristown High School
50 Early Street
Morristown, New Jersey 07960
(201) 539-8400, Ext. 421

Project ACTIVE:
All Children Totally Involved in Exercising

Oakhurst, New Jersey

OVERVIEW

Project ACTIVE is designed to meet the widespread need for individualized physical activity programs for handicapped children. The project staff trains teachers of special education, physical education, and recreation to prescribe individualized activities for children from prekindergarten through grade 12, evidencing low motor ability, low physical vitality, mental retardation/learning disabilities, postural abnormalities, nutritional deficiencies, breathing problems, motor disabilities/limitations, or visual/auditory problems.

Teacher training programs have been conducted in New Jersey for three years for approximately 500 educators. As a result seventy-six districts, and fourteen private schools now use the program with approximately 10,000 students. The program is included in courses of five New Jersey teacher training institutions.

In 1974 the competency based teacher training program and the motor activity program were endorsed by the Dissemination Review Panel of the U.S. Office of Education for national dissemination. During the 1974-75 academic year districts in five other states made commitments to take the training and install the motor activity program.

ESSENTIAL ELEMENTS OF THE PROGRAM

A replication of Project ACTIVE is defined by the following instructional requirements and implementation options.

Instructional requirements:

- two classes per school
- sixty minutes of instruction per week
- sixteen weeks per year
- utilization of the individualized/personalized ACTIVE learning process

Implementation may be in any one or a combination of these areas:

- Low motor ability
- Low physical vitality
- Nutritional deficiencies
- Postural abnormalities
- Breathing problems

GOALS, EVALUATION DESIGNS, AND RESULTS

Goal #1

All public/private school physical educators, special educators and recreators participating in the training program will demonstrate proficiency in providing individualized physical education programs for handicapped children in their respective schools. The minimum level of performance will be the demonstration of the ability to perform 80% of the competencies (20 of 25) listed in the Teacher Performance Chart.

Eighty of the teachers trained in 1973-1974 were pre and posttested by project staff on the locally developed *Teacher Cognitive-Psychomotor Test.* The teachers' demonstration of twenty out of twenty-five competencies was the standard of success. All eighty teachers achieved the 80% level of mastery on the twenty-five competencies. Therefore Goal #1 was achieved above expectation. It can be concluded that the training activities were successful in producing demonstrable skills in the participants.

Goal #2

Students with motor response problems, or handicapping conditions, who are prescribed motor activity programs commensurate with their individual needs for a minimum of sixty minutes per week will achieve motor performance scores significantly superior to students who participate in traditional physical education, plus classroom activities, or solely classroom activities during comparable time periods. [Note: Handicapping conditions are defined as mental retardation (educable), perceptual impairment, neurological impairment, or emotional disturbance.] Traditional physical education is defined as participation in individual, dual, or group games which do not consider the needs of each child.

Evaluation Design

Three research studies were conducted. The subjects in the experimental groups were matched on the basis of age, sex and pre-test Motor Ability Indexes. (Note: The Jersey City group was not matched.) Both the experimental and control groups were pre- and post-tested over a six-month period of time via the Township of Ocean Motor Ability Test. Data were analyzed by t-tests and Analysis of Covariance. This evaluation effort was conducted in 1973-74.

Evaluation Results

- T-test for Matched Groups, significant at the 0.05 level, one-tailed (Twp. of Ocean)
- Wilcoxon Matched-Pairs Signed-Rank Test, significant at the 0.05 level, one-tailed (Asbury Park)
- Analysis of Covariance, significant at the 0.05 level, one-tailed, two separate studies, male and female (Jersey City)

Under the experimental conditions that existed, it was concluded that:

- Physical education activities prescribed on the basis of individual needs will improve the motor ability performance of students evidencing low motor ability, mental retardation, neurological impairment, perceptual impairment, or emotional disturbance.
- Physical education activities prescribed on the basis of individual needs will improve the gross body coordination, balance/postural orientation, eye/hand coordination, eye/hand accuracy, and eye/foot accuracy of students evidencing low motor ability.
- Physical education activities prescribed on the basis of individual needs will improve the gross body coordination, balance/postural orientation, and eye/foot accuracy of students evidencing mental retardation, neurological impairment, perceptual impairment, or emotional disturbances.

Trainer demonstrating competency in crutch walking for trainees.

Trainee teaching competency in crutch walking to a student under supervision of trainer.

Goal #3

Students with handicapping conditions who are prescribed physical activity programs commensurate with their needs for a minimum of two, thirty-minute or three, twenty-minute periods per week will achieve psychomotor performance scores significantly superior to students who participate in traditional physical education, plus classroom activities or solely classroom activities.

Evaluation Design

All subjects were matched on the basis of age, sex, handicapping condition and pre-test scores. Both experimental and control groups were pre and post tested over a four to six-month period. The Wilcoxon Matched-Pairs Signed-Rank Test, a non-parametric statistical technique, was applied to the data in each of the nine studies. The .05 level (one-tailed) was selected to determine significance. This evaluation effort was conducted in 1974-75.

Evaluation Results

- Four of the five physical fitness studies were significant at or beyond the 0.01 level in favor of individualized instruction. (In the fifth study, a T of "8" or less was needed for significance; the T-value attained was "9.")
- The two nutritional studies supported the value of individualized instruction at, or beyond, the 0.01 level. (The same data were analyzed twice – in terms of body weight and bone structure.)
- The two posture studies were significant at, or beyond, the 0.01 level in favor of individualized instruction.
- The breathing problems study was significant beyond the 0.01 level in favor of individualized instruction.

Thus, nine of the ten analyses revealed that individualized instruction was superior to group instruction in the attainment of psychomotor skill development.

COSTS

The project's development and training costs were funded through an ESEA, Title III grant.

Teacher training sites and pupils for the practicum experiences have been provided by institutions of higher learning and public and private agencies. Districts implementing the program receive all test directions, test forms, and consultant service free of charge. Implementing districts are required to purchase program supplies (maximum of $250.00) and manuals prepared by the project staff.

DISSEMINATION SERVICES AND MATERIALS

A brochure which describes the project and a report on the project's evaluation may be obtained free of charge from the project director. Visitation opportunities are also available to educators who wish to see the program in operation.

In New Jersey the project staff will continue to offer both the complete forty-hour workshop and the mini-workshops on two or three topics several times and in several locations throughout the state beginning in January, 1976. In states other than New Jersey both types of workshops will also be available. To be eligible for these workshops participants must agree to implement the program and furnish the project director with test data. The project staff will offer consultation to persons trained including help with the preparation of prescriptions and the analysis of test data. There is no charge for the services of the project staff. Consumer districts are responsible for costs incurred by their staffs for training and the installation of the program.

The project staff has prepared the following materials which may be purchased at cost. Checks or purchase orders should be made out to Township of Ocean Board of Education and accompany orders for materials. Orders should be mailed to the project director.

Development and Adapted Physical Education: A Competency-Based Teacher Training Manual	$7.50
Breathing Problems Test, assessment, prescription and evaluation procedures for teachers	Price to be determined
Motor Disabilities/Limitations Test, assessment, prescription and evaluation procedures; student and teacher learning experiences, resource tasks and activities for teachers	Price to be determined
Low Motor Ability An individualized program for enhancing low motor/perceptual motor performance (186 pages)	$6.00
Low Physical Vitality Test, assessment, prescription and evaluation procedures; resource tasks and activities for teachers	Price to be determined
Nutritional Deficiencies Test, assessment, prescription and evaluation procedures; resource tasks and activities for teachers	Price to be determined
Postural Abnormalities Test, assessment, prescription, and evaluation procedures; resource tasks and activities for teachers	Price to be determined
Filmstrip-tape: "Competency-Based Teacher Training Program"	$5.50
Filmstrip-tape: "Individualized-Personalized Teaching"	$5.50

Inquiries about the project and its dissemination services and materials should be addressed to the project director.

CONTACT PERSON

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Dale Avenue Project

Paterson, New Jersey

OVERVIEW

The Dale Avenue Project is a comprehensive developmental skills hierarchy for early childhood education, prekindergarten through third grade. The skills are written as performance objectives, sequentially ordered, in listening, naming, observing, speaking, perceptual motor skills, writing and motor skills, classification, mathematics, encoding-decoding, and seriation. On entering the Dale Avenue School each student is given diagnostic tests to assess the level of his or her skill development. As a result of the testing the teachers know the level of each student's ability in the ten skill areas. Students work on one skill at a time in each area of the Performance Objectives. They are taught in small or large groups, or individually, depending upon need. They begin learning a new skill in each area only after mastering the previous one. As students move from one grade to the next, their skill mastery record moves with them. Teachers can therefore maintain the continuity of the curriculum's developmental sequence for a five year period of time.

The developmental skills of the Dale Avenue Performance Objectives can be taught with virtually any curriculum materials. For example, skills in listening, speaking, naming, and observing can be taught in social studies lessons about community helpers. Students may learn seriation and mathematics skills while running a grocery store in the classroom. Classification skills may be developed in science lessons. And the encoding-decoding skills can be incorporated into a standard reading program. Teachers develop lessons to teach specific skills and vary the activities as students master the skills that they are working on and move onto more difficult ones.

In addition, the Dale Avenue curriculum includes a reading program which folds together all of the Performance Objective skill areas. For the first forty-five minutes of each day students work in homogeneous groups on specific skills in any area in which they need special teaching or reinforcement. This program prevents students from incurring developmental lags in any skill area which, in turn, would hamper their reading abilities.

The parents of the Dale Avenue School's students have a strong organization. They volunteer to be teacher aides, work in the library, conduct guests through the school, and inform the community about the program. During the program's developmental period, a Parent Coordinator was a salaried member of the development staff.

The development of the Dale Avenue Project was funded from 1970 through 1973 by the New Jersey Elementary and Secondary Education Act, Title III program. In 1973 the project was endorsed for national dissemination by the Dissemination Review Panel of the United States Office of Education. This program was developed with an urban population but during two years of dissemination, 1973-74 and 1974-75, has been implemented in districts of widely varying characteristics including rural and suburban both in New Jersey and other states.

ESSENTIAL ELEMENTS OF THE PROGRAM

The program's replication in another site is defined by 1) use of the Dale Avenue Performance Objectives as a pre and post diagnostic test of student skill development, 2) use of the Performance Objectives as the basis of students' curriculum through the third grade, 3) the forty-five minute per day reading program, and 4) the parent program.

GOAL, EVALUATION DESIGN, AND RESULTS

Goal

To bring the average academic performance, including I.Q., of urban, educationally disadvantaged students up to the national norm and maintain this gain for three years.

Evaluation Design

A random sample of students in the prekindergarten classes of 1969-70 and 1970-71 formed the experimental group. Their progress through the Performance Objectives was evaluated during the three years of the project's ESEA, Title III developmental grant. There were four control groups for the experimental classes at each grade level and during each year of the project's development. At each grade level two of the control groups were from educationally disadvantaged populations and two were from educationally advantaged populations. The scores of the experimental and control groups on the Peabody Picture Vocabulary Test (PPVT) were compared for each year of the project's development. In addition, the skill level of the experimental group was measured on the Stanford Achievement Test and the Performance Objectives themselves.

Evaluation Results

The test data indicated that the Dale Avenue students made significant gains in their I.Q. measures from entrance into prekindergarten, when the mean I.Q. was in the low eighties, through kindergarten and then maintained I.Q.'s at the national norm through the first and second grades. Although the project's development concluded in 1972-73, measures of a random sample of students on the PPVT were taken in 1973-74 and 1974-75 to ascertain students' progress. The testing showed that the mean I.Q. of the second and third grade students remained at the national norm.

The test data also indicated that the Dale Avenue students did not attain I.Q. scores as high as those of the educationally advantaged control groups. Significant differences in favor of the Dale Avenue students, however, were found between the experimental groups and the educationally disadvantaged control groups in the same grades.

The results of the Stanford Achievement Tests showed that the first and second grades in the Dale Avenue School were performing at grade level in reading and mathematics. Their mean scores in the Performance Objectives showed gains in the skill areas of listening, naming, speaking, writing and motor skills, classification, mathematics, encoding-decoding, and seriation. By the end of the second grade students were able to perform all of the perceptual motor skills.

Continued testing in 1973-74 and 1974-75 with the Stanford Achievement Tests showed that students in the third grade were at the national norm in reading and mathematics and also that in 1974-75 the fourth grade students who had followed the Performance Objectives for their first five years in school maintained reading and mathematics scores at the national norm. It should be noted that the fourth grade students were dispersed among schools throughout Paterson and followed a variety of educational programs.

COSTS

The major portion of the ESEA, Title III development grant for this project covered the salaries of the developmental staff including two full time testers and the Parent Coordinator.

The cost of replicating the program is basically that of staff training, follow-up supervision, and evaluation. Provision must be made for the continuing help, encouragement, and support of staff. After the initial startup investment for staff training, the program's maintenance cost should not require an increase in the current operating expenses of most districts. Some districts may find that the use of the Performance Objectives will reduce the students' need for remediation. This, in turn, should decrease operating expenditures.

DISSEMINATION MATERIALS AND SERVICES

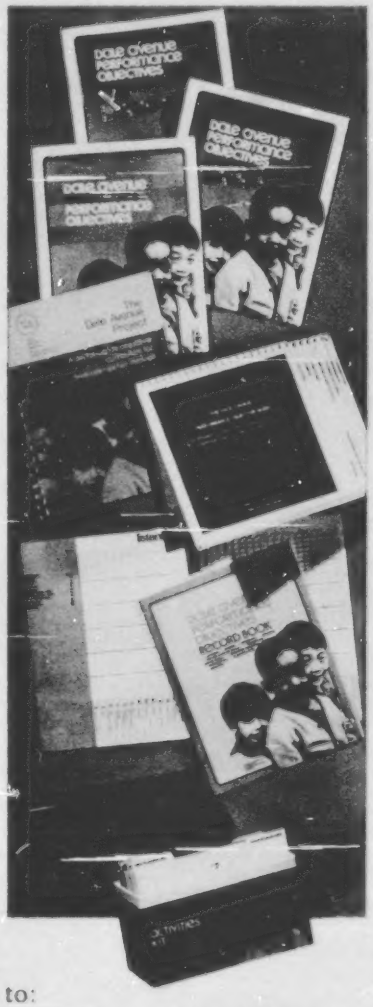
The Dale Avenue School has been funded by the ESEA, Title III as a demonstration site where visitors may see the program in action, examine its materials, and talk to the staff. One day per week is set aside for visitors. Limited visitation opportunities are also available in the Plainfield and Trenton public schools. Complete information about visitation opportunities may be obtained from the project director.

The overview brochure which describes the project is available free of charge. A 28½ minute color film, narrated by Gary Merrill, entitled "What comes after ten, Tasha?" gives a visual description of the project in action and may be borrowed free of charge from the project. The film may also be borrowed for one week from the N.J. State Museum film lending library, West State Street, Trenton, N.J. 08625. To use the museum's services one should request a special card to submit the order. This is available from the museum which given this film #12082.

For educators who sign a commitment to replicate the program, the Dale Avenue Project staff offers a 2½ day training program plus follow-up consultation. There is no charge for the training services. To be eligible for training a district must show evidence of intent to use the information and willingness to answer questionnaires to evaluate the use and results of the program's replication. Inquiries about training should be sent to the project director.

The following materials were prepared by the project staff and are available at cost.

Dale Avenue Performance Objectives Manual (68 pgs.) and **Teacher's Guide** (72 pgs.) (sold only as a unit)	$8.00 for both
Manual on Special Area Performance Objectives – Art, Home Economics, Music and Physical Education (72 pgs.)	2.50
Learning Activities for the Dale Avenue Performance Objectives (267 5" x 8" cards boxed for easy reference.)	15.00
Test Manual to Accompany the Performance Objectives (116 pgs.)	3.50
Record Book for Recording Individual Student Progress (36 pgs.)	1.50
Administrator's Guide (88 pgs.)	3.50
Final Project Report (96 pgs.)	2.50



Checks or purchase orders should be made payable to:
Educational Improvement Center – South and mailed with an order for materials to: The Dale Avenue Project, c/o Project Center, Division of Research, Planning, and Evaluation, Department of Education, 225 West State Street, Trenton, N.J. 08625.

CONTACT PERSONS

Helen Hanson, Director
The Dale Avenue Title III Project
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Paterson, New Jersey 07505

Glassboro's Right to Read Program

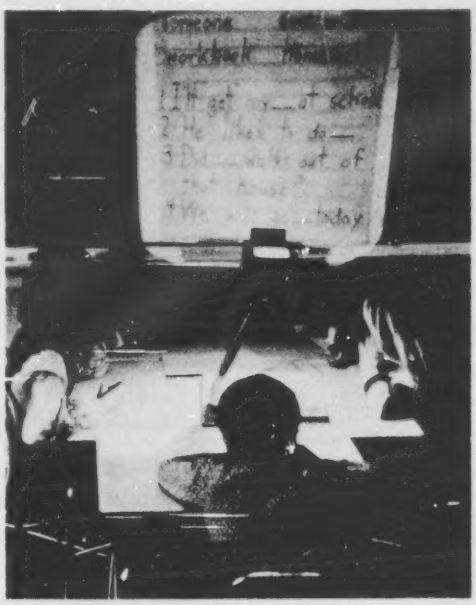
Glassboro, New Jersey

OVERVIEW

The project staff has developed a reading program for kindergarten through grade three that is used in two elementary schools whose approximately 750 students are 82% White and 18% Black. During 1972-73 and 1973-74 the reading instructional levels of these children were raised an average of 1.5 years per eight month instructional period. The development of this program began in 1971-72 and was carried out through a *Right to Read* grant from the United States Office of Education from 1972 to 1974.

This *Right to Read* program has two essential elements. The first is a comprehensive assessment of student reading competencies, staff capabilities in the teaching of reading, and parental interest in reading programs. On the basis of this assessment, a program of staff development, reading instruction, and parental and community support is drawn up and put into operation. Both the assessment and program development are the responsibility of a Local Unit Task Force appointed by the superintendent and comprised of district staff members and community representatives.

Upon entering the program each child receives a teacher administered diagnostic battery of reading tests. Teachers use the test results to ascertain each child's instructional reading level according to an array of reading skills for kindergarten through grade three. Teachers then write individual instructional sequences for each child which they follow either on a one-to-one basis or with small groups of children who are at the same developmental stage. Each child progresses at an appropriate rate for his developmental level.



Staff members inaugurated this program and carry it out on the strength of a staff development program directed by the Reading Coordinator. Among the topics covered are the development of instructional materials and classroom management procedures which complement the individualization of reading instruction.

As a result of community interest in the program an organization of parent volunteers has been formed. Members volunteer to serve as classroom aides and reading tutors.

In 1974 this project was endorsed for national dissemination by the Dissemination Review Panel of the U.S. Office of Education. The project's dissemination in New Jersey is part of the total state Right to Read effort of the Division of Curriculum and Instruction, Department of Education. The project staff can accommodate a limited amount of dissemination work in states other than New Jersey.

GOAL, EVALUATION DESIGN, AND RESULTS

Goal

A growth rate of 1.5 years in reading achievement during an eight month instructional period will result from the placement of each child at his or her instructional level of reading and individualized teaching of reading at that level.

This program involves all teachers and all children in the primary unit, i.e. Academy Street School and J. Harvey Rodgers School. It was an experiment without a control group. Both schools are K-3. Approximately 750 children and 25 teachers in two schools have been involved in the program. Schools are ungraded levels K-3.

Children were given pre and posttests to assess individual gains, identify average gain levels, and describe growth among groups in the two schools. For the 1972-73 school year, *The Classroom Reading Inventory*, published by the William Brown Company of Dubuque, Iowa was used. The testing yielded the primary finding that in 1972-1973 there was an average gain of 2.14 years among children of all reading levels. Students, therefore, exceeded the goal.

In the program's second year, 1973-74, a decision was made to change from *The Classroom Inventory* to the *Houghton-Mifflin Informal Reading Inventory* for the evaluation, because the *Houghton-Mifflin IRI* instructional level findings are more compatible with the array of skills design used by the project. The instrument was unavailable for pretesting in 1972. Pretesting with this instrument occured in September, 1973 and posttesting in April, 1974. The average gain across all instructional levels was 1.52 years. Thus in both development years the program achieved its goal.

COSTS

The bulk of the development grant was used for staff training. Replication costs will be primarily those of staff development. Provision must be made for on-going staff supervision and support. Costs for materials should be covered through a reallocation of current expenditures, and should not increase current budget levels.

DISSEMINATION SERVICES AND MATERIALS

The Glassboro public schools have been funded by ESEA, Title III as a demonstration site where visitors may see the program in operation and talk to participating staff. Requests for a visit and/or a program brochure should be made in writing to the Reading Coordinator. The project staff has prepared the following materials which will be available in the fall, 1975 at cost. Checks or purchase orders should be made out to the Glassboro Board of Education and accompany an order for materials. Order forms are available from the project staff.

Filmstrip–Tape: "Every Child Has the Right to Read: An Overview of the Glassboro Right to Read Project"

Program Planning Guide: The Glassboro Right to Read Project

Program Implementation Guide: The Glassboro Right to Read Project

Parent and Community Manual

The project staff is available to New Jersey districts that are part of the state Right to Read program for the following workshops:

I Project Overview: Glassboro Right to Read Program
II Developing the Plan for a Right to Read Program: The Glassboro Experience (offered in two parts)
III Reading Skills Array: K-6
IV Use of the Diagnostic Battery to Assess Student Skill Level in Reading and Reading Related Skills: K-6
V Diagnostic-Prescriptive Teaching: Planning Materials and Classroom Organization
VI Role of Paraprofessionals: The Glassboro Experience
VII Record Keeping

There is no charge for the training services of the project staff. The project staff is available on a limited basis to work with districts in states other than New Jersey who make a commitment to replicate the entire program and evaluate its implementation. For further information about the project and its dissemination materials and services please contact the Reading Coordinator.

CONTACT PERSONS

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Reading Coordinator
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Individualized Language Arts: Diagnosis, Prescription and Evaluation

Weehawken, New Jersey

OVERVIEW

Authorities in the language arts agree that educators need to develop more effective methods of analyzing students' writing, and to prescribe and apply individualized instructional techniques to teach greater writing facility. This project was designed to meet this critical need. The project's rationale is that linguistics, the study of language, provides knowledge which can be translated into techniques for improving selected aspects of writing instruction. These techniques can be blended with a language-experience approach, so that the language, feelings, and ideas of students can be used to promote motivation, precision, and control. Furthermore, such instruction uses writing activities in all parts of the curriculum and can be organized within a diagnostic-teaching framework. Teachers and students can thus have continuous diagnosis of the writing needs, prescription of relevant methodology, and evaluation of results.

The project staff has devised a method for teachers, grades 1-12, to analyze students' writing, and guidelines, procedures, strategies, and specific examples of how to teach writing. The teaching methodology also includes ways for teachers to develop and reinforce other language arts skills. The approach is basically one of discovery. It can be used with either graded or non-graded classes. It can be employed with almost any kind of classroom organization.

Students' writing development is traced by three samples, taken at three intervals during the year. The evaluation of the samples is based on criteria suggested by language arts experimentation and the Weehawken teachers. The evaluation pinpoints each student's current strengths and needs. Writing instruction is related to speaking, listening, and reading activities, as well as to the student's ideas and feelings.

The program is used in grades 1 to 12 throughout the Weehawken public schools. The student population is highly mobile and includes many students for whom English is a second language. The program's methods and materials were developed cooperatively by the project staff, Weehawken administrators, and faculty members, and the students themselves. In Weehawken the program has completely replaced writing workbooks and textbooks. As a result, it may be fully integrated into any curriculum. The program is fully explained and illustrated with examples in a teacher's manual. No additional reference materials are required.

In 1974 the project was endorsed by the Dissemination Review Panel of the United States Office of Education for national dissemination. As a result of two years of dissemination this program is currently used by many districts in New Jersey and some in other states. Adopter districts serve rural, suburban and urban populations.

ESSENTIAL ELEMENTS OF THE PROGRAM

The program's replication in another site is defined by 1) diagnosis of students' writing needs, 2) establishing in priority order local objectives for students' writing, 3) prescriptive teaching according to the techniques described in the program's manual, 4) evaluation of students' progress, and 5) using the writing program in content and skill areas such as science, reading, etc.

GOAL, EVALUATION DESIGN, AND RESULTS

Goal

Students will learn to write syntactically more sophisticated and longer sentences as a result of the Weehawken system of diagnosis, prescription and evaluation.

The evaluation procedure was based on a statistical evaluation of random samples of papers written eight months apart by Weehawken students in grades 3 and 6. This part of the evaluation was compared to that of control groups in a nearby district. Further, an evaluation was also made of continuing Weehawken students in grades 4 and 7. The evaluation was made according to eleven criteria selected from research and teachers' diagnoses.

Five criteria were adapted from the work of Dr. Kellog Hunt of Florida State University, a nationally known expert in language arts research, who has shown how the syntax in children's writing changes with maturation. The remaining criteria came from the Weehawken teachers themselves who were using the compositions for their own diagnoses of the student's strengths and needs in writing. These criteria represented what the teachers considered to be the major needs of the Weehawken students as a whole.

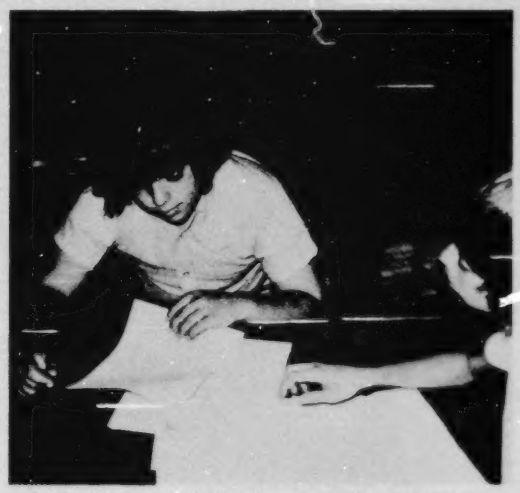
The evaluation showed that the Weehawken students learned to write longer, richer, and more varied sentences. A simple or complex sentence, or an independent clause inside a compound sentence, is what Dr. Hunt calls a "T-unit" or "thought-unit." He has discovered that the average number of words per T-unit is the most significant score in correlating students' writing ability with grade level. On this vital score the sixth graders registered a gain of over 45% in a single year, which put them well ahead of both the control group students and the youngsters whom Dr. Hunt, himself, had studied. The Weehawken students were also writing longer dependent clauses. They were using more series of words and word groups to convey greater amounts of information. They were moving parts of their sentences around to a larger extent to vary their writing style and give better emphasis to the most important words and phrases.

Above all, the students tended to write a higher proportion of complex and compound sentences and fewer simple sentences. The ability to combine simple sentences into complex and compound sentences is one of the surest signs of growth in writing. This ability showed itself even at the third grade level. And, in most cases, it was accompanied by a better grasp of punctuation and of correct spelling.

The evaluation disclosed that the Weehawken students had progressed in three ways: They had gained longitudinally with respect to most of the criteria. They had also shown considerably greater improvement than the control group students taught by traditional methods. And, finally, they had scored far better on the relevant criteria than had students in Dr. Hunt's research population. This last point is especially impressive, for the young writers whom Hunt studied were middle class children for whom English was the first language. The Weehawken students, on the other hand, include a large number of students for whom English is a second language.

The follow-up study in the program's second year indicated that these same students have generally continued to show improvement in their writing.

The compositions themselves also showed growth in important aspects of writing which cannot be measured. The students' vocabulary, for instance, was rich and varied, and impressive for its maturity even in the lower elementary grades. It was also well organized. The stories revealed a clear sense of purpose and sequence.



COSTS

The bulk of the ESEA, Title III development grant for this project covered the stipends for the project staff. Consultant help was provided by Professors Ted Lane and Edwin Ezor of Jersey City State College, and several members of the district staff: the Elementary Education Supervisor, the head of the high school English department, and principals.

The cost of replicating the program is basically that of staff training and follow-up supervision. Provision must be made for continuing help, encouragement, and support of staff. The manual written by the project staff is available at cost. Materials to introduce the program (file folders, duplicating papers, etc.) can probably be absorbed within present budgets. Savings may be realized if the district staff decides to discontinue using special workshops or textbooks to teach writing as is the case in the Weehawken system.

DISSEMINATION MATERIALS AND SERVICES

General information about the program may be obtained from an overview brochure which is available free of charge from the project director. The following materials prepared by the project staff are available at cost. Checks or purchase orders should be made payable to the Weehawken Board of Education and accompany an order for materials to the project director.

Individualized Language Arts: A Prospectus (19 pages)	$ 1.00
Teacher's Resource Manual (309 pages)	$12.50 for the first copy Additional copies, $10.00

The project staff offers a two day training session plus follow-up consultation to educators who make a commitment to replicate the program. There is no charge for the training services of the project staff. For information about the program and its dissemination services and materials please contact the project director in writing.

CONTACT PERSON

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Louisa Place
Weehawken, New Jersey 07087

Institute for Political and Legal Education

Margate, New Jersey

OVERVIEW

Under the direction of the staff of the Institute for Political and Legal Education (IPLE), high school teachers and students in twenty-seven New Jersey districts have participated in a year long social studies program to examine voter education, New Jersey state and local government, and individual rights. Each unit of study involves classroom work, often including the participation of persons active in government or politics, and work in the community that may take students to local or state legislative bodies. The IPLE staff conducts the initial training required by teachers entering the program who are asked to bring one of their students to the training program also. These students can subsequently act as resources for their teachers. The Institute also provides supplementary programs throughout the year for all participating teachers and all of their students. These activities include four Saturday workshops addressing critical aspects of the curriculum plus a three day Model Congress that supplements the government unit. The Institute staff has prepared resource materials for both teachers and students which are available at cost.

The program was designed to prepare high school students to fulfill the legal and political responsibilities which they may assume at the age of eighteen. These responsibilities include voting, eligibility for political office, and entering into legal contracts. The need for the program was established through a survey of a randomly selected group of six hundred New Jersey high school students which revealed that 81% of the students did not know how to register to vote or how to use a voting machine; 67% did not know how their local governing body functioned; 45% did not know how a piece of legislation became state law; and 79% had never met elected officials of any level of government.

In 1974 the Institute's program was endorsed by the Dissemination Review Panel of the U.S. Office of Education for national dissemination. The progam is disseminated widely in New Jersey and after one year of national dissemination to many other states as well.

ESSENTIAL ELEMENTS OF THE PROGRAM

The program's replication by a district is defined by the use of the curriculum as specified below and by participation in at least three annual workshops and the three day Model Congress. Districts from states other than New Jersey that wish to adopt the program must provide among themselves or through an outside agency for the annual workshops and Model Congress.

Curriculum

The curriculum should be implemented in one or more of the following three units, each to comprise the number of components specified:

I Voter Education

(5 out of 7)

1. Voter Registration
2. Canvassing
3. Compaigning
4. Simulated Election
5. Issue analysis center
6. Election information center
7. Campaign registration center

II State Government

(5 out of 8)

1. Local government study
2. County government study
3. State government study
4. Lobbying
5. Social research
6. Community project
7. Simulations
8. Model Congress

III Individual Rights: Freedom of Expression – Fair Trial vs. Free Press

(5 out of 6)

1. Foundations of law
2. Fair trial vs. free press
3. Free speech
4. Case studies
5. Moot courts
6. Simulations

These units may be adopted and/or adapted in any of the following combinations: I; I and II; I and III; II and III; I, II, and III.

Each unit includes class work, participation in seminars, volunteer activity in the community, and inclusion of resource persons from the community in classroom activities.

Annual workshops and Model Congress

The following activities are scheduled in 1975-76 for the students and teachers of New Jersey districts that are part of the Institute's program.

Saturday workshops:	Campaigns and Canvassing	September
	State Government	November
	Individual Rights (teachers)	February
	Collective Bargaining	February
	Individual Rights (students)	March

Model Congress, May 1-3, 1976

In addition the Institute staff will offer two supplementary training workshops for students who act as resource persons for their teachers. The workshops will be Parliamentary Procedure and Bill Writing (November) and Community Research Techniques (December).

GOALS, EVALUATION DESIGN, AND RESULTS

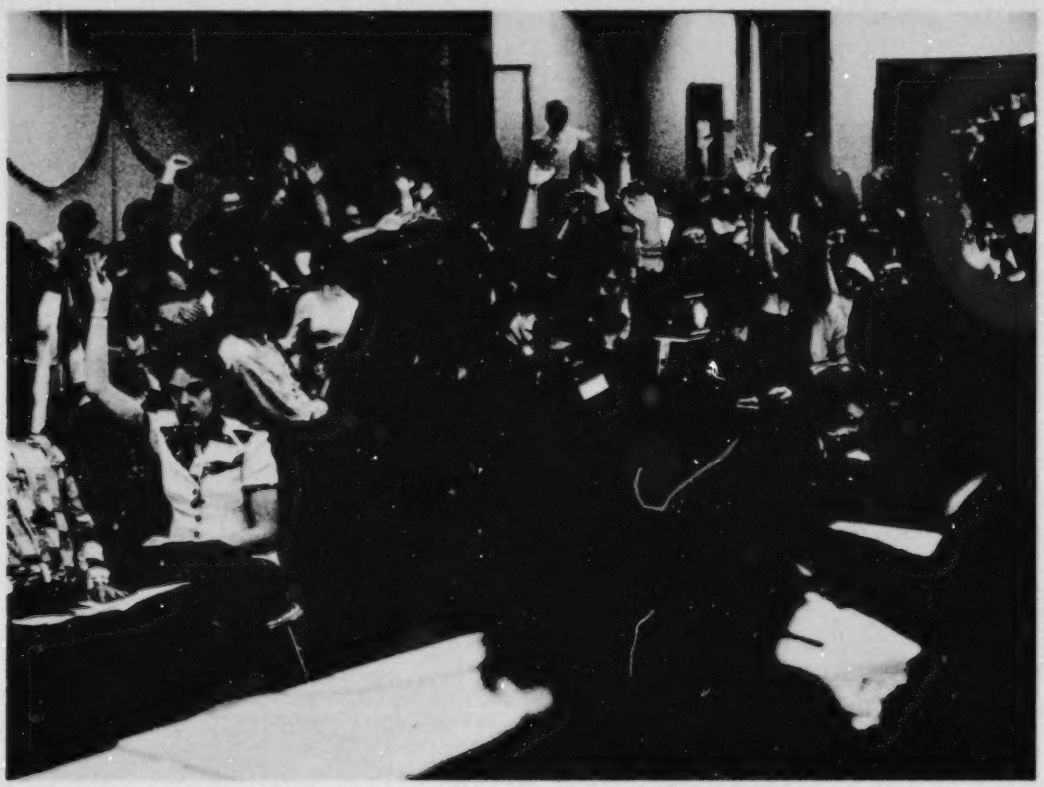
Goal #1

After following the Institute's course of study, participating students will score significantly higher on the staff developed *Test Of Political Knowledge* than they did before entering the program.

The Test of Political Knowledge was administered on a pre and post basis to a representative sample of students participating in the program and control group students following a traditional social studies program. Test scores were analyzed by a two-tailed T-test which showed that the students in the experimental group scored significantly higher on the posttest than did those in the control group. Thus Goal #1 was achieved.

Goal #2

After following the Institute's course of study, participating students will demonstrate a significant positive shift in attitude toward participating in the political and governmental process as measured by the staff developed *Inclination to Participate Test.*



The test was administered on a pre and posttest basis to a representative sample of students participating in the program and control group students following a traditional social studies program. The test data were analyzed by the Wilcoxon T-test which showed that the experimental group scored significantly better on the posttest than did those in the control group. Thus Goal #2 was met.

COSTS

The bulk of the ESEA, Title III development grant for the Institute covered the cost of developing the curriculum and providing the Saturday workshops for participating students and teachers. The cost of replicating the program is basically that of staff training, participation in the annual IPLE Workshops and the Model Congress, follow-up supervision, materials, and evaluation. The materials developed by the Institute staff are available at cost. Participating districts must provide for the continued assistance, encouragement, and support of staff. After the initial start-up investment for staff training and materials, the program's maintenance should not require an increase in a district's current operating expenses.

DISSEMINATION SERVICES AND MATERIALS

The Institute for Political and Legal Education has been funded through ESEA, Title III to provide dissemination services and materials for teachers and students who wish to participate in its programs. General information about the Institute is available upon request. On-site visitations to the classrooms of participating teachers may be arranged for interested persons. Members of the Institute staff are available to visit school districts to explain the program.

A five day training program with follow-up consultations is available to the staffs of districts that sign a commitment to use the program. Each district or school staff will be trained both in group settings and separately to give special reference to individual needs. The training will take place at a state college, in the consumer district, at an Educational Improvement Center, or another site agreeable to all parties.

This training program is also available to districts in states other than New Jersey provided that at least twelve districts are willing to participate and provide among themselves or with an outside agency for the annual supplementary workshops and Model Congress.

There is no charge for the services of the project staff. Consumer districts are responsible for costs incurred by their staffs for training and program installation. The following materials were prepared by the IPLE staff and may be purchased at cost. Checks or purchase orders should be made payable to the Institute for Political and Legal Education and accompany an order.

Voter Education (A 103 page manual for student and teachers)	Price to be determined
State Government: The Decision Making Process (A 283 page manual for students and teachers)	Price to be determined
Fair Trial vs. Free Press (A 63 page manual for teachers)	Price to be determined
Individual Rights (A 133 page manual for teachers)	Price to be determined

Filmstrip-tape: "The Legislators: New Jersey Assemblymen and Senators"	$6.00
Filmstrip-tape: "The New Age of Majority"	$6.00
Filmstrip-tape: "How to Register"	$6.00
Filmstrip-tape: "How to Use a Voting Machine"	$6.00

Inquiries about the dissemination services and materials available from the Institute staff should be addressed to the director.

CONTACT PERSON

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Interning for Learning

Cape May County, New Jersey

OVERVIEW

Interning for Learning was developed through the County Superintendent's Office in Cape May County to meet needs shared by the county's school districts. The needs were identified in a self-study conducted in 1969-70 as those of improving student's attitudes toward school and of training teachers in a classroom management procedure that would permit them to individualize instruction. The program not only addresses these needs but also provides a turn-key training system that is the basis for its projected long-term impact in individual schools.

Participating teachers learn a program of classroom management which guides them in grouping students according to educational needs, and in organizing classroom activities to provide small group and individualized instruction. This management procedure may be adapted to any curriculum and is most frequently used in a self-contained classroom. Teachers place students in three or four small, homogeneous groups for instruction in basic skills. Correspondingly, students' work is organized into four types of activities: direct teaching, follow-up activities, learning stations or centers, and independent activities of which there is often a choice. Each student takes part daily in each type of activity. As the teacher instructs one group at a time in the "direct teaching" activity, the three other groups rotate among the remaining activities. This format requires a two hour block of time. The remainder of the day may be scheduled as the teacher judges most appropriate.

Teachers learn to diagnose student needs, prescribe lessons to meet these needs, evaluate student progress, and design and construct learning stations and centers as the primary modes of individualizing instruction. They also study new teaching materials and methods, including the use of several kinds of media. To provide the optimum atmosphere for this kind of instruction, teachers devise new classroom arrangements to accommodate four simultaneous learning activities.

The chief training vehicle for the program's dissemination both in Cape May County and statewide has been the internship of trainees in the classrooms of teachers experienced and successful in the program. The internship period is usually four days during which time the trainee first observes the program and then assists the project teacher in each of the program's essential activities. After trainees have mastered the new procedures and gained experience in their use, they are ready to provide internship opportunities for other teachers in their classrooms.

The project headquarters is a resource center where all teachers may go to see sample learning stations and centers, for consultation in individualizing instruction, and to work on materials for their own classrooms. The project staff recommends that individual schools provide similar resource centers for their teachers.

The development of the Interning for Learning program was funded through ESEA, Title III from 1971 through 1974. Its continuation in Cape May County was funded jointly by local Boards of Education and the Cape May County Superintendent's Office.

ESSENTIAL ELEMENTS OF THE PROGRAM

The program's replication in another site is defined by 1) teachers' use of the classroom management program described in the project's materials, 2) a school's or a district's establishment of a turn-key training program based upon an internship experience, and 3) if feasible, the establishment of a resource center on a school, district, or county wide basis.

GOAL, EVALUATION DESIGN, AND RESULTS

Goal

Students of participating teachers will have a better attitude toward school than students of non-participating teachers.

To evaluate progress toward this goal, the Interning for Learning staff used the IOX School Sentiment Index (SSI). Twelve randomly selected classrooms from nine schools participated in the administration of the SSI in May, 1973. A comparison of the six project classrooms with the six control classrooms using the Wilcoxon T test showed significant differences in favor of the project classrooms.

COSTS

The bulk of the project's Title III development grant covered salaries of project staff, stipends for the teachers in the initial summer inservice program, and substitutes for interning teachers. Two of the principal project staff members are County Helping Teachers whose salaries were not paid by Title III.

The cost of replicating the program is primarily that of staff training, follow-up supervision, and evaluation. Provision should be made for the continuing support and encouragement of staff including ongoing internship training within an adopting district. The costs of a resource center will be primarily those of materials and the staff assistance offered to teachers.

DISSEMINATION MATERIALS AND SERVICES

The project has been funded by ESEA, Title III as a demonstration site to offer complete training services and materials to interested educators. Visitors are welcome. A brochure which gives an overview of the program is available free of charge. The following materials have been prepared by the project staff and may be purchased at cost. Checks or purchase orders should be made payable to Interning for Learning and accompany the order.

Challenge for Change $2.00
An explanation of the management system for teachers. (57 pages)

Learning Centers and Stations $2.50
Descriptions of centers and stations made by teachers in the program. (125 pages)

Resource Manual for Coordinators $4.00
Administrative and training responsibilities for the maintenance and expansion of the program. (83 pages)

Introductory filmstrip-tape $5.00

The project staff will offer five days of internship training plus follow-up consultation to the staffs of districts that sign a commitment to replicate the program. Training covers classroom management, making learning centers and stations, organization of a resource center, and structure of the internship program. There is no charge for the services of the project staff. Consumer districts are responsible for costs incurred by their staffs for training and the installation of the program.

Inquiries about the project and its dissemination plan should be made to the project coordinator.

CONTACT PERSONS

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County Helping Teacher
Project Coordinator
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LEM: LEARNING EXPERIENCE MODULE

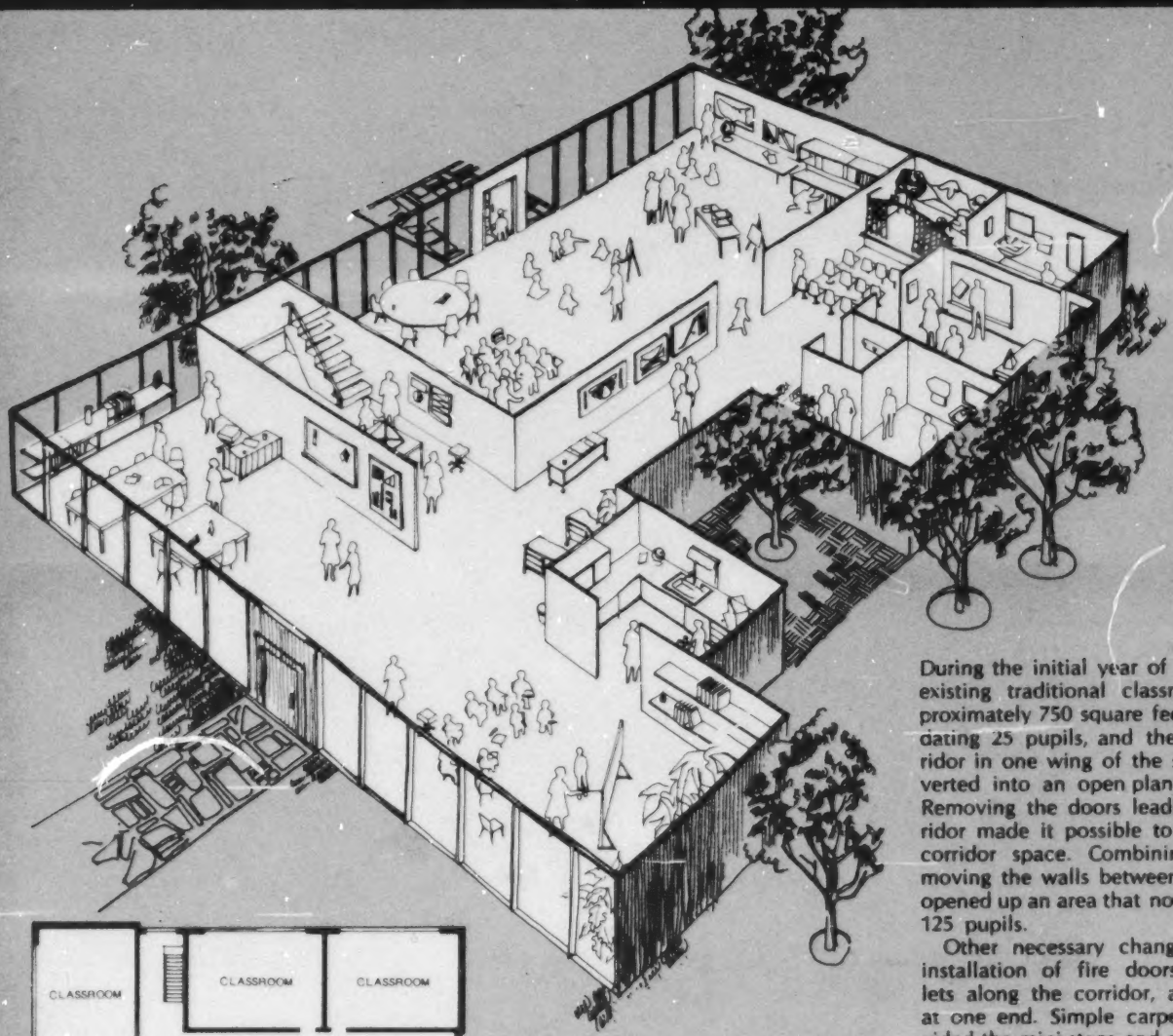
Hackensack, New Jersey

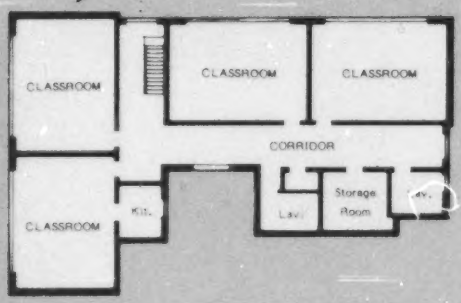
OVERVIEW

Project LEM is a management system for the elementary grades designed to eliminate overcrowding in an old school, and raise students' reading and mathematics achievement scores. These needs stemmed from the Hackensack school district's commitment to provide an educational program and learning environment that will enable each child to achieve self realization and social competence.

Hackensack is an urban center whose population is 5% non-English speaking, 37% Black, and 58% White. The students in Hillers Elementary School, the project site, are a cross-section of the community. Those who took part in the project were randomly selected with the exception that *all* non-English speaking students were included. The program was developed through ESEA, Title III funding between 1970 and 1973.

The project staff drew up plans to renovate portions of the school to accommodate more students, and developed an educational program for the open space which renovation provided. The educational program includes techniques to group students to foster their intellectual and social growth, a team organization for teachers, and a mode of scheduling that permits teachers to give more individualized instruction and specialize in some subjects. During three development years, the staff organized three LEM's or open plan centers to accommodate a total of 350 students. In subsequent years the LEM project was expanded to several other schools in the district including the middle school.





LEM I

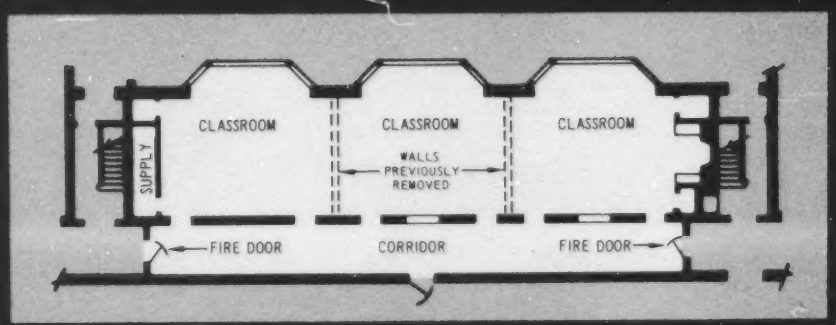
During the initial year of the project, four existing traditional classrooms, each approximately 750 square feet and accommodating 25 pupils, and the connecting corridor in one wing of the school were converted into an open plan learning center. Removing the doors leading into the corridor made it possible to fully utilize the corridor space. Combining this with removing the walls between the classrooms, opened up an area that now accommodates 125 pupils.

Other necessary changes included the installation of fire doors, electrical outlets along the corridor, and a stage area at one end. Simple carpentry chores provided the mini-stage and any needed shelving. A storeroom became a staff office-workroom. Carpeting throughout the classrooms and the corridor enhanced the open plan design, while applying fresh paint, in bright colors, completed the modifications.

LEM II

The establishment of this learning center was accomplished by combining a corridor with an already existing open classroom area adjacent to it. The space previously accommodated 75 youngsters. After the change it was able to meet the needs of 100 — a 33⅓% increase.

No walls had to be removed but a fire door had to be built at each end of the corridor. An acoustical ceiling and side wall lighting were installed in the corridor section. Doors leading from the large room into the corridor were removed and the entire area carpeted. A living room center was planned and completed with an existing fireplace as its center. A kitchen staff workroom was achieved through the use of a storeroom adjacent to the corridor.



The remodeling for each LEM was slightly different. But, in each case, the goal was to create more useable space for many modes of instruction. Although each LEM has the standard teacher-pupil ratio, the scheduling and grouping techniques permit variation in instruction. For a group of 100 LEM students, there is a staff of six: team leader and four other teachers and one aide. The LEM's of 125 students have a sixth teacher. Each LEM spans two grade levels: 2nd and 3rd; or 4th and 5th. Each teacher instructs one group of students daily in each of the basic skills: reading, language arts, and mathematics. In addition, each teacher prepares and teaches lessons for several groups of students in one of the following areas: social studies, science, or cultural arts. For these subjects students rotate, studying a different subject each day. This schedule permits teachers to work closely with a small number of students over a two-year period in basic skills and, also, provides teachers the time to develop and teach or[illegible]her subject in depth.

Students with similar needs are grouped for reading, language arts, and mathematics. Students change to heterogeneous groups for social studies, science, cultural arts, music, physical education and art. The groups are changed as the students' social and intellectual needs change. To this basic structure, the instructional team often adds large group and individualized instruction to provide variety and answer special needs. This grouping fosters the students' continual growth in basic skills, as well as their social development.

In 1973 Project LEM was endorsed by the Dissemination Review Panel of the United States Office of Education for national dissemination. As a result of three years of dissemination, it has been implemented by several districts in New Jersey and other states. Adopters include rural and suburban districts.

ESSENTIAL ELEMENTS OF THE PROGRAM

The program's replication in another site is defined by 1) non-graded instructional approach, 2) use of teacher teams with a differentiated staffing pattern, 3) multi-age grouping, 4) diagnostic-prescriptive teaching, 5) diversified instructional program, 6) parent and community involvement, 7) efficient space utilization.

GOALS, EVALUATION DESIGN, AND RESULTS

Goal #1

Children in the LEM program who scored below the fortieth percentile in any section of the California Achievement Test battery, 1970 edition, will improve by at least 50% during the school year.

The CAT battery was administered to the LEM group (grades 3, 4, and 5) (pre) in 11/71 and (post) in 6/72. Mean percentiles were calculated for all pupils below the fortieth percentile for each grade level for each sub-test and for the total battery. Gains were compared with the criterion for each group. Average gains were well above the criterion of a 50% gain over initial percentile ranking for children scoring below the fortieth percentile on any section of the CAT.

SCHEDULING

A major feature of LEM is the structure employed in both scheduling and grouping procedures. In LEM, the "exploring" of new interests and challenges in encouraged in a non-threatening and supportive manner.

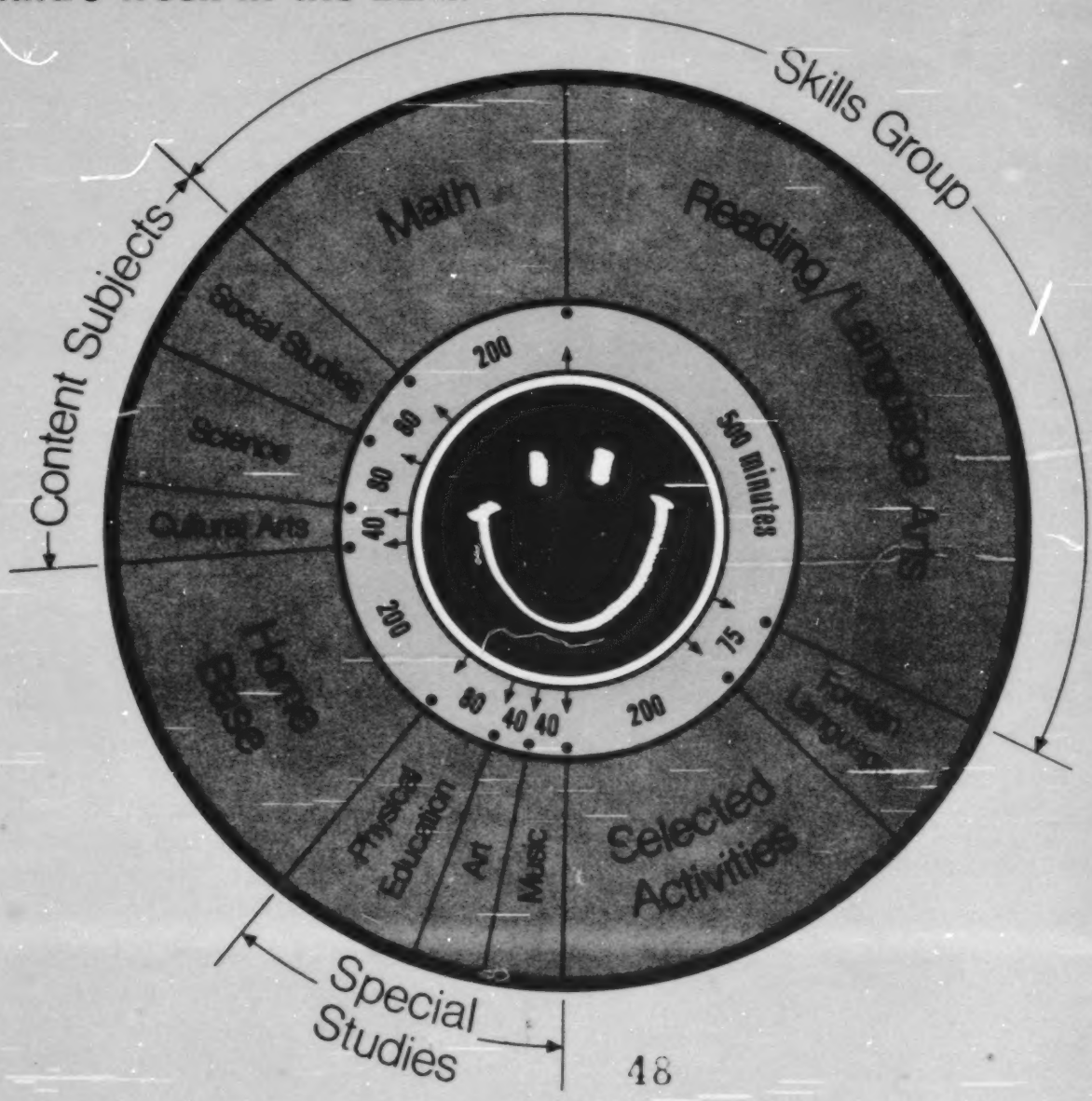
The intent is to design the schedule so that each child, each day, gets to participate in each of the basic academic areas — reading, language arts, and math. In each of these basic skills areas, all groups are conducted at the same time. The content area subjects — social studies, science, and cultural arts — are scheduled simultaneously, but the children rotate, participating in a different subject area each day.

The Foreign Language in the Elementary School (FLES) program provides 15 minutes of aural-oral instruction in Spanish every day for each child in grades 3-5.

Art, music, and physical education are scheduled concurrently and groups are formed based on home base groupings. Scheduling these subjects simultaneously attempts to provide planning time for the LEM teams within the school day.

One member of the staff, comparing the LEM to her earlier experience in an experimental program in another city, commented: "The LEM's more organized. The equipment's more centrally located. But the biggest difference is that there's so much more group planning and, as a result, the children are enjoying success."

Typical scheduling pattern of a fourth and fifth grade child's week in the LEM.



Goal #2

Children in LEM who score at or above the fortieth percentile will maintain or improve their percentile ranking over a one-year program period.

The data were drawn from the two administrations of the CAT discussed under Goal #1. Mean percentiles were calculated for all pupils scoring at or above the fortieth percentile on any part of the test. Comparisons examined average rates of gain at all four grade levels.

The data show that students at or above the fortieth percentile on the CAT continued to gain academically at a normal rate of approximately one grade level per year.

COSTS

Project LEM's basic developmental costs through ESEA, Title III were those of staff salaries and summer stipends for teacher training. All renovation costs were provided from local funds.

The cost of replicating the staff organization aspect of the program — which are the project staff's definition of its essential components — is basically that of staff training. Provision must be made for continuing staff supervision and support.

If renovation is required, its costs will vary with the requirements of the specific site. Renovation costs may be justified if greater numbers of students can be accommodated in renovated facilities thus saving the greater costs of rented facilities or new buildings.

DISSEMINATION SERVICES AND MATERIALS

Project LEM has been funded as a demonstration site by ESEA, Title III to offer interested persons the opportunity to see the program in action, examine its materials, and receive training and follow-up consultation in its replication. One day per week is set aside for visitors to the Hillers Elementary School. Members of the LEM staff are available to give orientation presentations to the staffs of interested districts.

A one week training program plus follow-up consultation are available to the staffs of districts that make a commitment to replicate the program. During the academic year, training is available at the adopter district, an Educational Improvement Center, or another mutually agreeable site. Summer training may be conducted at the Hillers Elementary School. There is no charge for the training services of the project staff. Consumer districts are responsible for the costs of installing the program in another site.

The project staff has prepared the following materials which are available free or at cost and may be obtained from the project staff. Orders for materials sold at cost should be accompanied by a purchase order or a check made out to the Hackensack Board of Education.

Overview and Evaluation (8 page booklet)	Single copy free Multiple copies @ $.35 each
Environment and Space Utilization (8 page booklet)	Single copy free Multiple copies @ $.35 each
Organization and Curriculum (8 page booklet)	Single copy free Multiple copies @ $.35 each
Home-School Interaction (8 page booklet)	Single copy free Multiple copies @ $.35 each
LEM Resource Guide (149 page manual for teachers)	Price to be determined
LEM Training Manual (133 page explication of the training program including masters for overhead transparencies and handouts)	Price to be determined
Filmstrip/tape: Overview of Project LEM	$5 or may be borrowed
Filmstrip/tape: Organization and Clurriculum of Project LEM	$10 or may be borrowed

Inquiries about dissemination services and materials available from Project LEM should be made in writing to the project director.

CONTACT PERSON

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Project MOPPET:
Media Oriented Program Promoting Exploration in Teaching

Woodbridge, New Jersey

OVERVIEW

The MOPPET staff has designed a humanities curriculum for the non-specialist. Using the MOPPET lessons, regular classroom teachers may introduce a comprehensive humanities program of poetry, creative drama, music, art, dance or movement, and filmmaking into the elementary school curriculum. Lessons may be taught as separate entities, or integrated into the academic curriculum, or both. The lessons were developed by artists on the MOPPET staff, piloted in experimental classes, and have now become part of the elementary school curriculum in Woodbridge.

The district's educational needs which led to this program were (1) to provide modes of expression and success experiences for students who were low achievers and often non-verbal and (2) to permit all students to express themselves in the arts. At the program's outset, the MOPPET staff hypothesized that if these needs were met, students' language arts skills, including reading, would be improved. Progress toward the fulfillment of these needs is described in the goals section of this article. The program's development was funded through ESEA, Title III from 1970 to 1973. After two years of dissemination the MOPPET lessons are used by several districts in New Jersey and other states.

The objectives of each MOPPET lesson are clearly stated along with the required materials and recommended procedures. While the lessons themselves form a core humanities curriculum, teachers are encouraged to view them as a pathway or guide for lessons which they will write for the arts of other curriculum areas.

Lessons begin with the setting of a mood or creation of a new environment. To do this, teachers use movies, slides, overhead transparencies, music, poetry reading, story telling or the movement of students around the room. Students talk about what they have seen or done and the way the experience makes them feel. Next students carry out a project, individually or in groups, in which they express their feelings and thoughts about the subject at hand. Students may write poetry, illustrate it, and read it aloud. They may write plays and perform them. In some lessons, they design sets, write screenplays and produce films. In others, the students express emotion and thought through movement. *Whatever the medium, the hallmark of the lessons is that the students are the artists.* They create works of art once they have learned the techniques and are given the freedom to express themselves.

In addition to writing the lessons, the MOPPET staff has created a physical setting which they feel is optimal for teaching the humanities. The "MOPPET" room is slightly larger than a regular classroom, carpeted, empty of furniture, and, at one end, has a curved screen large enough for three simultaneous projections. Within this framework, the staff uses several types of equipment, including projectors, tape recorders, record players, cameras and rhythm instruments.

A similar setting may be created in a classroom, all-purpose room, library or another large room available in most schools. Furniture may be pushed aside. Instead of a large curved screen, one may use three individual screens, a large sheet of white paper taped to the wall, or an uncluttered wall surface.

As teachers become familiar with the MOPPET lessons, they will want to begin to design their own and experiment with various media and combinations of media. And the materials for the lessons themselves can be largely student and/or teacher-made. Teachers' development of judgment, taste, and style in these matters will open up new curriculum possibilities.

The resource materials required for the MOPPET lessons are available to Woodbridge teachers in kits keyed to each lesson which can be borrowed from the Central Instructional Materials Center. The cooperative efforts of the MOPPET staff and the Supervisor of Libraries and Media have put the lessons within easy reach of all teachers.

ESSENTIAL COMPONENTS OF THE PROGRAM

The program's replication in another site is defined by 1) implementation of the MOPPET teaching process, i.e., input, interaction, and experience, and 2) use of a minimum of twenty-four lessons per year in a broad spectrum of the arts: art drama, music, poetry, movement, and filmmaking (a minimum of four of these areas).

GOALS, EVALUATION DESIGN, AND RESULTS

Goal #1

Students in MOPPET will gain in creative thinking ability.

To assess the objectives for the first year, a posttest-only control group design was used with two treatment groups and one control class, as follows:

Group A-1 average first grade class received 39 MOPPET lessons.

Group B-1 lower socio-economic first grade received 13 MOPPET lessons.

Group C- (control) 1 first grade, no MOPPET lessons.

Matched groups (A and C) were posttested on the verbal test part of the Torrance Test of Creative Thinking (TTCT) in April, 1971. The results show that MOPPET achieved Goal #1 in the first year of the program with the MOPPET group clearly ahead on all three scales.

In 1971-1972, a new MOPPET class of second graders was compared with a new control group. Both the verbal and figural sub-tests of the Torrance Test (TTCT) were used for pre (Dec. 1971) and posttests (March, 1972). The verbal sub-test has separate scales for fluency, flexibility and originality. The figural sub-test has these plus an elaboration scale. Although controls were higher on one pretest, and comparable on the other, the MOPPET pupils outscored the controls on both posttests. Again, the results show that MOPPET achieved Goal #1.

Goal #2

MOPPET pupils will increase their knowledge of basic space, time and quantity concepts which are essential to academic achievement.

In April, 1971 all three groups (A,B,C,) were given a posttest using the Boehm Concept Mastery Test (BCMT). This test consists of 50 items concerning the child's understanding of space, time and quantity.

MOPPET group A scored significantly higher than either group B, which had only one third as many MOPPET lessons or the control groups. Goal #2 was achieved.

Goal #3

Students in MOPPET will gain in cognitive ability. To assess this variable, students were given, in April, 1971, The Cognitive Abilities Test (CAT), a revised version of the primary levels of the Lorge-Thorndike Intelligence Tests.

The main MOPPET Group (A) outscored both the limited MOPPET Group (B) and the Controls. The A-B difference was significant. Project MOPPET achieved Goal #3 when applied over a full school year.

COSTS

The bulk of the MOPPET ESEA, Title III development grant was for staff salaries. The cost of introducing this program into a district are those of the MOPPET manuals, the equipment required for their use, and staff training. The MOPPET manuals cost under $20. The majority of the lessons call for the use of equipment and materials already found in most districts such as the following:

Projection screens (3)
Slide projectors (3)
Film projector, 16mm
Overhead projectors (3)
Cassette tape recorders (3)
Record players (3)

Costs and specifications for additional materials and equipment, including plans for building a curved screen, are available in the project's dissemination materials.

The remaining category of costs for interested persons to consider are those of staff training. These costs will depend upon the skills and background of the interested staff. It should be emphasized, however, that the lessons are designed to be used by the *regular classroom teacher.* Careful study of the lessons and the replication manual should supply the basic information required to begin using the lessons.

In the first year of the MOPPET program, the originating district received no outside funding. *The lessons were taught largely with materials already available with an additional expenditure of about $200.* This point is made to show that almost any school or district can afford to begin to use the lessons.

DISSEMINATION MATERIALS AND SERVICES

Project MOPPET has been funded by ESEA, Title III as a demonstration site where visitors may see the program in action, examine its materials, and receive training and follow-up consultation in its replication. A brochure which gives an overview of the program is available free of charge from the project director. A descriptive film-strip-tape may be borrowed. The project's materials are available at cost. Checks should be made out to the Woodbridge Board of Education and checks or a purchase order should accompany an order for materials.

MOPPET Lessons K-6 $10.00
(331 pages)
Separate manuals of the K-3, and 4-6 lessons are available for $6 each.

MOPPET: How to Do It, $ 3.00
A Replication Manual
(87 pages)

MOPPET Training Manual: The MOPPET Process Price to be determined
Indepth study of the MOPPET lesson
(200 pages)

During the academic year 1975-76, the MOPPET staff will conduct a series of training workshops in the teaching of all categories of the MOPPET lessons. These workshops will be held in Woodbridge and are open to all interested parties whose districts have made a commitment to implement the program. Limited follow-up consultation is also available from the project staff.

There is no charge for the training and consultation services of the MOPPET. Consumer districts are responsible for the costs of replicating MOPPET in another site. Inquiries about dissemination services and materials should be made in writing to the project director.

CONTACT PERSON

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Pollution Control Education Center

Union, New Jersey

OVERVIEW

A total classroom instructional program in pollution control education for elementary, junior high, and senior high is being produced through the Pollution Control Education Center. The program has been designed to develop students' interest in the wise use and preservation of the biosphere and to give them an understanding of the threat that an industrialized society poses to the balance of the ecosystem.

The materials for the elementary grades are being published commercially for national distribution. Materials for the secondary grades are distributed by the Union Township Board of Education. Unit content is varied and includes comprehensive coverage of the topics of solid waste and sewage treatment, and air, water, thermal, marine and seashore, and urban pollution. In other units pupils are actively involved in the critical environmental problems of open lands, wildlife, wetlands preservation, energy conservation, resource management, and community response – all presented in scientifically accurate and socially responsible settings.

Each multi-media instructional kit engages a class in a variety of pupil centered, hands-on, problem solving activities which involve students in practical decisions concerning the appropriate responses they can make as citizens in order to solve environmental problems. The kits include imaginatively illustrated student booklets which relate new ideas to the students' own experiences. Student investigations provide pupils with the opportunities to have first hand experience with pollution and pollution control processes. These experiences are described on spirit-masters, experiment sheets, and activity cards so that a teacher may readily individualize instruction to meet a class member's specific needs and interests. The material in each kit is designed to be taught as a one or two week unit.

Audiovisuals enable pupils to observe phenomena which cannot be duplicated in the classroom. Filmstrips and film-loops, overhead transparencies, and audio cassettes are included in each kit to aid class discussions of important ideas. A comprehensive teachers' guide enables a teacher to handle the program without specialized training. The guide coordinates all of the elements of a kit. The guide contains an outline of the basic objectives of the unit in terms of "attitudes and values, knowledge and skills." A convenient chart is provided for scheduling the unit's work. Tests based on the material covered in the unit's work are included for appropriate grade levels.

The program is appropriate for inclusion in regular science, health and urban or social studies programs as well as for instruction in environmental science. The program is designed for use by the regular classroom teacher.

In 1974 this program was endorsed for national dissemination by the Dissemination Review Panel of the United States Office of Education and is used by school districts throughout the country.

ESSENTIAL ELEMENTS OF THE PROGRAM

The program's use in another district is defined by inclusion of one or more units of study in the curriculum.

GOAL, EVALUATION DESIGN, RESULTS

Goal

Students in the program will increase their knowledge of topics related to controlling pollution of the environment.

Fourth, fifth, and sixth grade classes in the Union Township schools were used for this evaluation. All classes selected were of heterogeneously assigned pupils. Experimental classes were those who received instruction using the project materials. Two types of control classes were established. The first of these, Control Group A, was given the pretest and posttests and received instruction in the same subject matter as the experimental group. Commercial and trade materials from a variety of publishers were used, but not the project materials. The second control group, Group B, was given only the pretests and posttests and was not given instruction on the subject matter. The tests used were the unit tests developed by the project staff.

The experimental group was significantly higher than comparison Group A on the five unit comparisons. This finding indicates that students who use the project materials learn more about pollution control than do students who receive traditional instruction in the same subject matter but do not use the project materials.

The experimental group was significantly higher than control group B on all five units. This was an expected result since the control group received no instruction on the subject of pollution control. This comparison was necessary, however, to demonstrate that students were not learning about pollution control through other channels.

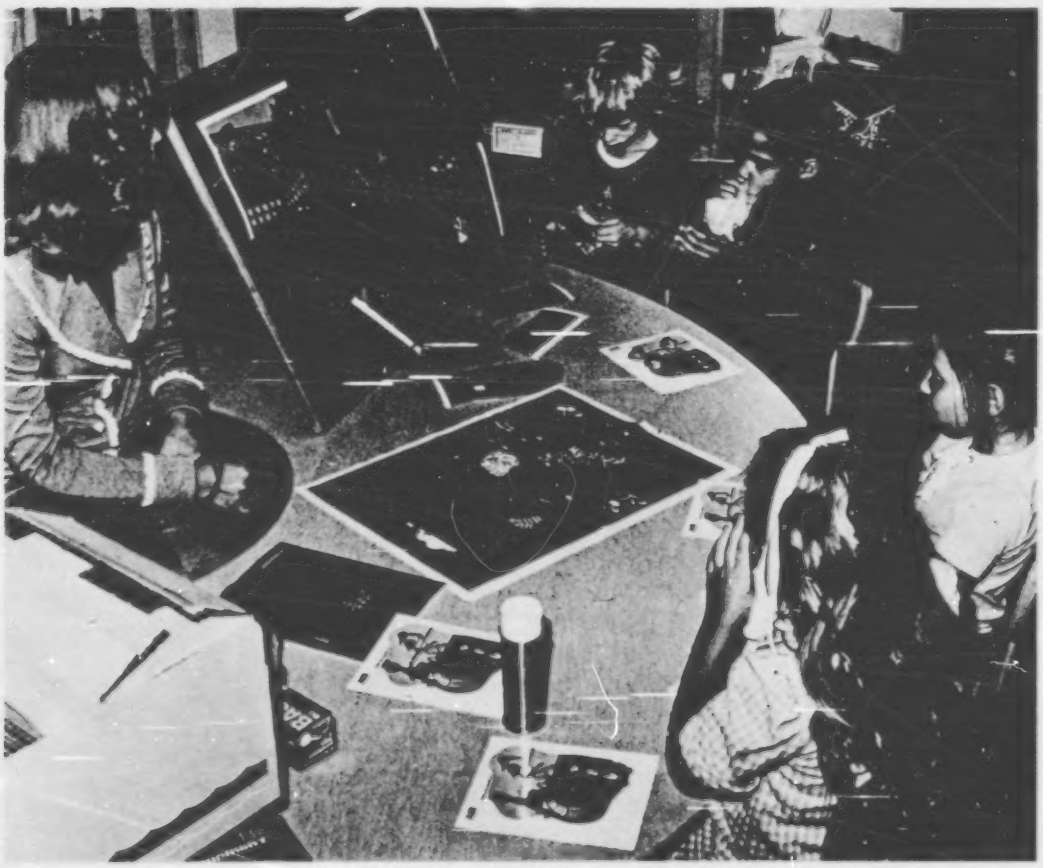
COSTS

The ESEA, Title III development grant covered the cost of staff salaries, including stipends for teachers who contributed written materials, and equipment for the production of materials. Costs to users of the program will be primarily those of the individual units of instruction and, if required, staff training.

DISSEMINATION MATERIALS AND SERVICES

The Pollution Control Education Center in Union is funded by ESEA, Title III as a demonstration site to offer interested persons the opportunity to see the program in classrooms, talk to teachers who participated in its development and now use it as part of the regular curriculum, examine program materials, and receive limited inservice training in the use of the materials.

The following units developed by the project staff have been published as "Priority One: Environment" and are available for purchase from McGraw-Hill, Webster Division. Permission has been granted by the New Jersey Department of Education for the Union Township Public Schools to copyright the materials and receive the royalties from their sale. The royalties are being used to support the curriculum work of the Pollution Control Education Center.



Unit prices for the kits range from $85 to $135. Each kit provides one to two weeks of instruction for one class. The prorated per pupil cost for each unit of instruction can be figured to be $.20 or less per pupil in a school of average size where the kits are used throughout the year. The materials in the kits are reusable.

Recommended for Grades 4, 5, and 6 (published spring 1973):

Air Pollution
Solid Waste Management
Water Pollution
Marine and Seashore Pollution
Thermal Water Pollution
The Great Swamp

Recommended for Grades 1, 2, and 3 (published spring 1974):

Priority One: Environment Level 1
Priority One: Environment Level 2
Priority One: Environment Level 3

The following units will be distributed at cost from the Pollution Control Education Center in the Union Public Schools, in whose name they are copyrighted. A typical purchase price will be $60. The prorated per pupil cost for each unit of instruction will be less than $.15 in a school of average size, where the kits are used throughout the year.

Recommended for the secondary grades (available fall 1975):

The Energy Challenge
Air Pollution and Your Health
Protecting Our Water Supplies
Open Lands and Wildlife

Inquiries about the dissemination services and materials available should be made in writing to the project director.

CONTACT PERSON

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SEE: Specific Education of the Eye

Union, New Jersey

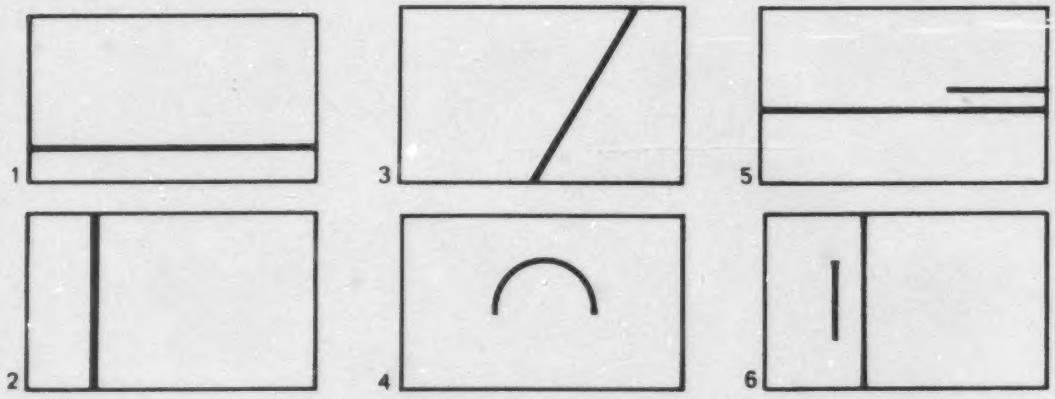
OVERVIEW

Our population is visually illiterate. Most people are not trained in the skills of seeing. They are unable to perceive fully what they see. Their vision is general rather than specific; thus they perceive only the obvious and usually miss the subtle nuances and relationships which define the uniqueness of an experience. Since awareness precedes learning, the lack of perceptual ability is a deterrent to learning. Project SEE is designed to offset this perceptual hiatus by developing in children the visual skills, and physical and mental discipline requisite to significant, meaningful learning.

The Project SEE staff has developed a program to train the perceptual and analytical skills of elementary school students. The kindergarten and first grade materials have been designed and field tested and are now part of the curriculum in the Union public schools.

The Project SEE lessons are taught by classroom teachers for approximately fifteen minutes each day. The lessons are a series of visuals of which one is introduced in each lesson. The students analyze the visual and its contextual relationships, identify objects in the immediate environment which contains elements of the visual, and replicate the visual. A review lesson takes place at the completion of every four visuals.

For the kindergarten program there is a series of forty visuals. They start with the most elementary single line element and progress to two noninteracting lines, two interacting lines, elements made up of three components, simple shapes, shape-line combinations, and shape-shape combinations. The elements of each visual are placed in a frame so that the students see them as part of a greater totality and analyze them with reference to their position in the frame.



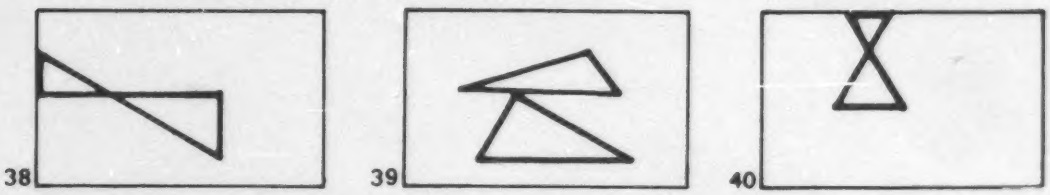
Beginning Visuals of the Kindergarten Program

The thirty visuals for the first grade program contain more difficult and complex elements. Students begin with a review of the last ten visuals of the kindergarten program and then progress to shape within shape combinations, shapes intersecting and overlaping other shapes, and shapes juxtaposed to give the illusion of a third dimension. The students describe the visuals, relate them to the environment, and replicate them as was done in the kindergarten program.

In 1974, this program was endorsed for national dissemination by the Dissemination Review Panel of the United States Office of Education. As a result of three years of dissemination Project SEE is used in over 800 classrooms in approximately twenty-five states.

ESSENTIAL ELEMENTS OF THE PROGRAM

The replication of this program in another site is defined as the use of the prescribed instructional program in kindergarten or first grade at least three days per week for approximately fifteen minutes per lesson over a seven month period.



Final Visuals of the Kindergarten Program

GOAL, EVALUATION DESIGN, RESULTS

Goal

Students in project classes will show significant growth in visual literacy, that is, their ability to perceive the visual field with greater specificity.

Before the start of the program both experimental and control groups were pretested for comparability. Papers were randomly selected from the total experimental and control groups. The Simkov Perceptual Organization Inventory (SPOI) was used to gather baseline data.

Project and control students were pretested on both the SPOI and the three Knobler scales. The two groups were comparable on the Simkov and on two of the three Knoblers. On Knobler 1, SEE pupils were significantly higher than controls. (The analysis of posttest data allowed for this difference through an analysis of covariance with adjusted means.)

After six months of SEE, project and control classes were again tested. Both the Simkov and Knobler tests were used. An analysis of covariance was performed on posttest data for the Simkov and the three parts of the Knobler scales for fifty-two project and fifty control students. There were significant differences in favor of the project group on all four tests (and sub-tests).

These data indicate that the goal was accomplished by Project SEE during this six month period. Project children scored higher on the criterion referenced, locally developed Knobler Test and Simkov Test as expected.

The second year program was an extension of the first in content. Testing continued among kindergarteners on an experimental and control basis as a check on the first year results. The testing yielded results at a slightly higher level of significance than had been obtained the first year. The number of students in the kindergarten experimental class was 770.

First grader experimental and control groups took the Knobler tests on a pre and post basis. The experimental group consisted of thirty-eight first graders of whom twenty-two had had one year of SEE and sixteen had not. The control group included forty first graders who had not worked with SEE. The SEE experimental group scored significantly better on all three parts of the Knobler scales in posttesting.

COSTS

The ESEA, Title III developmental grant for this program covered primarily the cost of staff time and materials.

The program's adoption cost is approximately $20 per classroom for a set of instructional materials including the "Out of Sight" game for one teacher. Per-pupil costs will be reduced if teachers share materials.

DISSEMINATION SERVICES AND MATERIALS

The Union Township public schools are funded by ESEA, Title III as a demonstration site to provide interested educators the opportunity to see the program in action, examine its materials, receive training in its replication, and purchase the materials. A brochure describing the project, order forms for materials, and a final report on the project's development and evaluation may be obtained free of charge from the project director. Instructional materials are available at cost. Checks or purchase orders should be made out to Project SEE – Union Township Board of Education and accompany an order for materials.

The project staff has prepared the following materials which are available at cost to interested educators.

Level I Instructional Package $20.00

Including:
- 40 Level I Instructional visuals
- Level I teacher's guide
- *Spirit masters for the KNOBLER PERCEPTUAL DEVELOPMENT SERIES pre and post tests, Level I
- *Mimeograph stencils for daily and review work sheets
- OUT OF SIGHT perception game

Level II Instructional Package $20.00

Including:
- 40 Level II Instructional visuals
- Level II teacher's guide
- *Spirit masters for the KNOBLER PERCEPTUAL DEVELOPMENT SERIES pre and post tests, Level II
- *Mimeograph stencils for daily and review work sheets
- 12 photographs of blocks
- OUT OF SIGHT perception game

TACTUAL Instructional Package $20.00

Including:
- 24 Three-dimensional instructional cards
- 6 student construction work cards with plastic pieces
- Teacher's guide

Project SEE Filmstrip-tape $ 5.50

*Instructional materials may be considered non-expendable except for the spirit masters and the mimeograph stencils. When necessary, replacements for these components may be ordered separately at the cost of $3.00 for each.

The project's development staff offers a two-hour training program for educators committed to using the program. Arrangements for the training should be made with the project director. The staff is also available to give orientation presentations to district staffs and to provide follow-up consultation to those using the program. There is no charge for these services.

Inquiries about the program and its dissemination services and materials should be made in writing to the project director.

CONTACT PERSON

Milton Knobler, Project Director
Director of Art
Union Township Public Schools
2369 Morris Avenue
Union, New Jersey 07083
(201) 688-1200

Senior Elective Program
Rumson-Fair Haven Regional High School

Rumson, New Jersey

OVERVIEW

A new senior elective program was designed by eighteen high school students and six high school faculty members in the summer of 1971. The project was initiated as part of an effort to update curriculum and as a complement to the construction of an open space building to be used exclusively by seniors. The study group made the following recommendations to the Board of Education:

1) Redesign the school calendar from four marking periods to five, called "facets," each to conclude with one of the regular vacation periods.

2) Encourage students to telescope the traditional academic courses into the first three years of high school, thus leaving the senior year primarily for elective courses.

3) Design senior elective courses to reflect student and faculty interests. Electives should vary in length from one to five facets and be graded either pass-fail or with letter grades according to student choice.

4) Encourage seniors to develop independent study projects under the guidance of a faculty member during the middle two or three facets.

5) Assign seniors randomly to small discussion groups or "precepts" led by faculty members whose goals would be to provide support for independent study and contribute to individual understanding through group interaction.

6) Allow seniors the freedom of an open campus whereby they attend classes but need not be present during unscheduled time.

The 1971-1972 school year was devoted to refining these curricular suggestions. Teachers worked on new courses of study. Administrators, department chairmen, guidance counselors and teachers were trained in alternative teaching styles. Preceptors were chosen and students were assigned randomly to them. Students were carefully counseled to make certain that course selections would support anticipated education and vocational pursuits, and a master schedule was drawn up for the new curriculum.

Concurrent with the curriculum revision an open-space building was erected. It consists of five learning areas each of which may be subdivided by flexible, movable partitions. Stacking chairs, arm chairs, study booths, tables and open-offices were selected in keeping with the needs of each department. Learning areas were outfitted with blackboard space, projection screens and storage closets. The senior building with its new curriculum opened in September, 1972, and is now fully supported by the local Board of Education. The program serves approximately *270* students per year.

In 1974 this program was endorsed for national dissemination by the Dissemination Review Panel of the United States Office of Education.

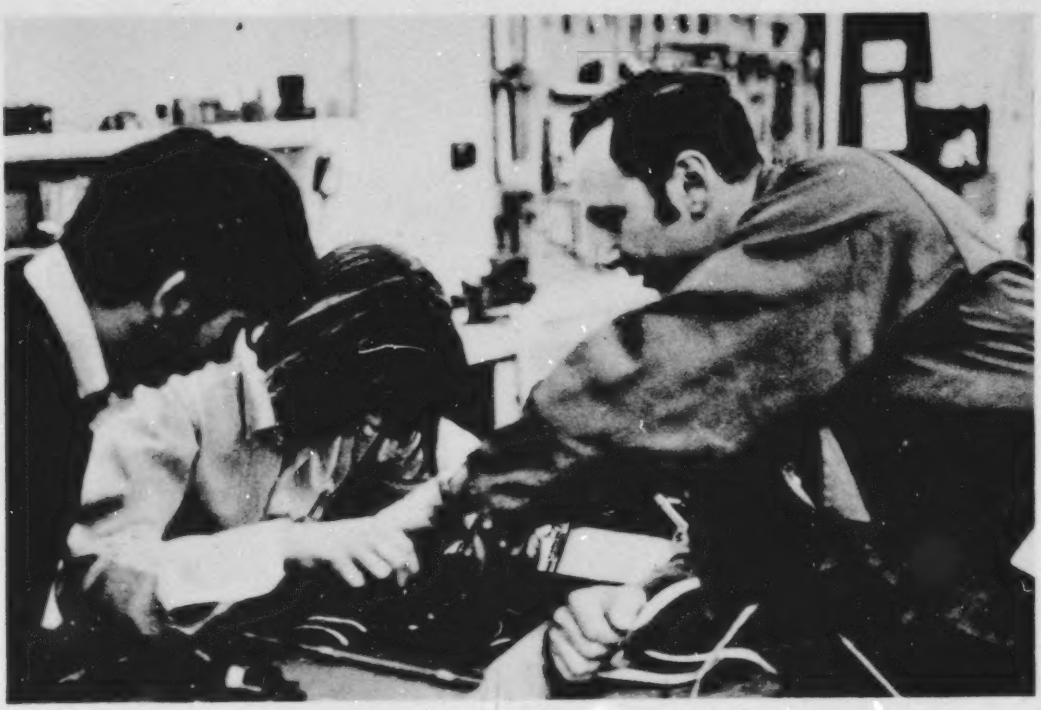
ESSENTIAL ELEMENTS OF THE PROGRAM

The program's replication in another site is defined by:

1) independent study programs
2) mini-courses
3) preceptorials

GOALS, EVALUATION DESIGN, AND RESULTS

In this study, the students totally participating in the alternative program at Rumson-Fair Haven High School were considered the "treatment" group. Students completing a conventional program at a school in another district were the "comparison" group.



The comparison of the students in the two schools shows, that although they are not identical, they are all clearly at the upper end of both the intelligence and socio-economic scales. To the extent that the populations are different, that of the comparison school is slightly higher on both the intelligence and socio-economic scales necessitating a statistical adjustment.

All tests were administered two weeks before graduation to a random sample of sixty-three seniors from Rumson-Fair Haven, and a random sample of seventy-three seniors from the conventional high school.

Goal #1

Rumson-Fair Haven Regional Senior High School students participating totally in the alternative senior year program will achieve as well as students participating in a conventional program in their knowledge and use of social studies concepts.

The *Sequential Test of Educational Progress II: Social Studies* (1969) was used to test this goal. The rationale for this selection of the social studies area is that it is considered the most "innovative" aspect of the elective program.

The Rumson and control students in another district were compared using an analysis of covariance. On the STEP Social Studies Test no significant difference was obtained, indicating that the two programs were producing the same amount of learning in social studies. The adjusted means slightly favor Rumson-Fair Haven students, although the difference is small.

Goal #2

Rumson-Fair Haven Regional High School Seniors participating totally in the alternative senior year program will significantly exceed students participating in a conventional program in their satisfaction with and interest in their current educational experience.

Two indices of school sentiment were used. The first, *Imagine That* is a measure primarily of attitudes toward the teaching process experienced. The second, the *School Sentiment Index* developed by the Instructional Objectives Exchange (IOX) at U.C.L.A., measures general attitudes toward the whole school experience.

On *Imagine That,* the Rumson-Fair Haven seniors have a significantly higher adjusted mean than high school seniors in a conventional program. The Rumson-Fair Haven seniors feel significantly better toward the teaching that they have experienced in the alternative program. In addition to this, the results on the *School Sentiment Index* also support the finding that the Rumson-Fair Haven seniors feel better about their school experiences. The Rumson-Fair Haven seniors have a significantly higher adjusted mean than the high school seniors in a conventional program.

COSTS

The bulk of the ESEA, Title III development grant supported the 1971 summer planning work and the costs of a staff development program. Replication costs will vary with the staff and curriculum resources of potential consumer districts. Provision must be made for cooperative planning among students and staff, curriculum revision, and staff preparation. To some extent these costs should be covered by a reallocation of current expenditures.

DISSEMINATION SERVICES AND MATERIALS

The Rumson-Fair Haven Regional High School has been funded by ESEA, Title III as a demonstration site where visitors may see the senior elective program in operation and talk to participating students and staff. Requests for a visit and/or a brochure describing the program should be made to the project director.

For educators who sign a commitment to replicate the program, the Rumson-Fair Haven staff will offer training and follow-up consultation free of charge. Inquiries about training should be made in writing to the project director.

The administrative and teaching staff of the Rumson-Fair Haven Regional High School district have prepared the following materials which are available to interested educators free or at cost. Checks should be made payable to the Rumson-Fair Haven Board of Education and orders for materials should be accompanied by either a check or a purchase order and mailed to the project director.

Final Project Report	Free of charge
A Resource Compendium and Profile of the Rumson-Fair Haven Regional Senior Elective Program (Outlines of seventy-six mini-courses)	$7.00
Filmstrip-tape: The Senior Elective Program	$8.00

Inquiries about the project and its dissemination services and materials should be made to the project director.

CONTACT PERSON

Newton Beron, Project Director
Assistant Superintendent
Rumson-Fair Haven Regional High School
Rumson, New Jersey 07760
(201) 842-1597

SECTION II: SUCCESSFUL NEW JERSEY EDUCATIONAL PROGRAMS WHOSE MATERIALS MAY BE ORDERED.

The four programs described in this section were developed through the New Jersey ESEA, Title III program and have prepared written and audio-visual materials which are available to interested educators. The projects are no longer funded to work with persons newly interested in their programs although some members of the project staffs may be available on a limited basis to discuss their programs with interested educators. In all cases materials may be ordered from the project directors.

A sampling of resource and curriculum materials produced by New Jersey validated projects.

Educational Services for Schoolage Parents

New Brunswick, New Jersey

OVERVIEW

Pregnant teenagers and their offspring are high risk individuals, medically, educationally, and socially. Prematurity, as well as fetal, neonatal, and maternal mortality, occurs with high frequency in this segment of the population. These teenagers often have an academic history of poor motivation, excessive absence, and truancy. Their educational prognosis is, therefore, usually poor. To combat this situation, a program has been developed at New Brunswick's Family Learning Center to provide educational, nutritional, and social services for pregnant students. A critical aspect of this program is the provision for each participant to prepare and eat a nutritious lunch daily as part of the nutritional services.

This program was initiated in 1969 through an ESEA, Title III grant and is now fully supported by the local Board of Education. Approximately 50 students per year are served. The program's evaluation over a three year period showed that 1) the dropout rate among pregnant students was substantially lowered, and 2) that the babies born to participants in the program were significantly above the average birthweight of babies born to teenagers in the state and the nation.

The project staff has prepared an 81 page *Resource Manual* and an overview filmstrip-tape for use by interested educators. Persons interested in obtaining these materials should contact the project director.

CONTACT PERSON

Mrs. Anna Kelly, Project Director
Director of Pupil Personnel Services
New Brunswick Public Schools
225 Comstock Street
New Brunswick, New Jersey 08902
(609) 745-5000

Learning Center:
Integrated Alternative to Special Education

Winslow, New Jersey

Learning Center: Integrated Alternative to Special Education, was designed to replace the isolated special education classrooms within the Winslow Township public schools. Students classified as neurologically impaired, perceptually impaired, and educable mentally retarded are not removed from the mainstream of education but, instead, are offered an educational program that includes activities in the regular classroom and supplemental instruction in a learning center. On the average, students spend half of their school day at each site. Their educational program is individualized to meet their specific needs.

The learning centers are equipped with a wide variety of programmed, individualized, and multi-media instructional materials. Each learning center is staffed by a special education teacher, one student intern, and one paraprofessional. This staff is assisted by volunteer parents, college students, and retired persons. The staff and volunteers provide a generous amount of individual attention to the students.

This program is fully described in *Resource Room Approach to Mainstreaming: an Implementation Guide.* Information about the guide and a brochure describing the project may be obtained from the project director.

CONTACT PERSON

John McCool, Project Director
Winslow Township Public Schools
Central Avenue
Blue Anchor, New Jersey 08037

Project Open Classroom

Wayne, New Jersey

Project Open Classroom is characterized by the openness of administrators, teachers, and students to new ideas and initiatives, and their sensitivity to and support of other people. Teachers and students are freed from the constraints of time prescribed by a lock-step curriculum. Open classroom doors and halls allow students to move freely, yet with responsibility. Open curriculum choice permits students to work in areas of their interest, when and for the time they wish. The open classroom environment stimulates learning by providing *structure with choice* for both students and teachers.

The project staff recommends teaching strategies to foster individualized instruction such as task cards, learning centers, providing manipulative materials for students, flexible scheduling, and frequent regrouping of students to meet individual needs. The project's evaluation showed that students in Open Classroom had more positive attitudes and self concepts than did those in the control groups and that children maintained the same rate of cognitive development while in Open Classroom that they had prior to entering the project.

The following materials were prepared by the project staff and may be ordered from the project director.

Checks or purchase orders should be made payable to: Project Open Classroom, Wayne Board of Education and should accompany an order for materials. An overview filmstrip-tape may be borrowed.

Curriculum and resource materials of Project OPEN CLASSROOM which are available at cost.

Language Arts Kit (379 task cards for students, ages 6-11)	$30.00
Math Resource Files, Primary and Intermediate levels (Each kit contains a skills array and suggested teaching strategies for these skills)	10.00 each
Task Card Making Kit (48 task cards that explain to teachers how to make task cards and provide ideas for them)	10.00
How to set up a MATH LEARNING CENTER (167 task cards for students plus instructions for teachers)	12.00

CONTACT PERSON

Dr. Thelma Newman, Director
Project Open Classroom
P.O. Box 1110
Wayne, New Jersey 07470
(201) 696-3363

Prescriptive Teaching Workshop

New Providence, New Jersey

The Prescriptive Teaching Workshop is designed to raise the academic achievement of elementary school students, grades 1 through 5, who are hampered by neurological, language, and perceptual-motor problems. A Prescriptive Teaching Workshop in each of four elementary schools accommodates seriously disabled learners for part of the day. At other times, these students work in regular classrooms with individually prescribed programs. Students whose disabilities are less severe work only in the regular classroom but follow especially prescribed programs. The project's goal is to maintain the disabled learner in the regular classroom situation. The project was developed through an ESEA, Title III grant from 1969 to 1972. It now serves approximately 135 students per year.

The project's evaluation results showed: 1) a significant reduction in the incidence of behaviors associated with personal frustration among participating students and 2) a significant increase in the incidence of student indication of success, adjustment, and a positive attitude toward school.

The project staff has prepared the following materials which are available to interested educators and may be requested from the project disseminator.

Resource Manual A 67 page report on the program and description of its organization	No charge
Addendum to the Resource Manual A 25 page discussion of the preparation of teaching prescriptions	No charge
Overview filmstrip-tape	May be borrowed

CONTACT PERSONS

Joseph Romanko, Project Director
Director of Special Services
New Providence Public Schools
309 South Street
New Providence, New Jersey 07974

Dolores Robertson
Project Disseminator
School Psychologist
309 South Street
New Providence, New Jersey 07974
(201) 464-9450

APPENDIX A

Validated Educational Programs in New Jersey

In 1973, the U.S. Office of Education instituted a procedure for the validation of educational programs as successful, cost-effective, and exportable. Since that time twenty-one educational programs in New Jersey have been so validated. At the time of publication of this manual the current year's validation process is still in progress and thus this number may soon be increased. Of these programs, those which currently offer complete dissemination services are described in Section I and those whose written and/or audio-visual materials are available to interested persons are listed in Section II.

Academic Advancement Program: Mathematics; Joseph Dempsey, Director, Morris Public Schools, Morristown High School, 50 Early Street, Morristown, N.J. 07960

ACTIVE: All Children Totally Involved in Exercising; Thomas Vodola, Director, Township of Ocean Elementary School, Dow Avenue, Oakhurst, N.J. 07755

Adult Vocational Guidance; Bernard Novick, Director, Woodbridge Township Board of Education, P.O. Box 428, Woodbridge, N.J. 07095

Dale Avenue Project: Performance Objective Curriculum for Prekindergarten through Third Grade; Helen B. Hanson, Director, Dale Avenue School, 21 Dale Avenue, Paterson, N.J. 07505

Differential, Data Based Educational Programming for Teachers and Students; Palisades Park School District, Barbara Pentre, Hilde Weisert, Codirectors, 249 Leonia Avenue, Bogota, N.J. 07603

Educational Services for Schoolage Parents; Anna Kelly, Director, 225 Comstock Street, New Brunswick, N.J. 08901

Glassboro Right to Read Program; Nicholas Mitcho, Dorothy Wriggins, Co-directors; Glassboro Board of Education, Bowe Boulevard, Glassboro, N.J. 08028

Individualized Language Arts: Diagnosis, Prescription, and Evaluation; Jeanette Alder, Director, Principal, Roosevelt School, Louisa Place, Weehawken, N.J. 07087

Institute for Political and Legal Education; Barry Lefkowitz, Director, c/o Educational Improvement Center-South, Glassboro-Woodbury Road, Box 426, Pitman, N.J. 08071

Interning for Learning; Harry Brown, Project Director; Caroline Underkofler, Project Coordinator; Rio Grande Elementary School, Delsea Drive, Rio Grande, N.J. 08242

Learncycle; Barbara Pentre and Hilde Weisert, Co-directors; 249 Leonia Avenue, Bogota, N.J. 07603

Learning Center: Integrated Alternative to Special Education; John McCool, Project Director, Winslow Township Public Schools, Central Avenue, Blue Anchor, N.J. 08037

LEM: Learning Experience Module; Eleanor Russo, Director, Hackensack Public Schools, 355 State Street, Hackensack, N.J. 07601

Math Program; Michael Stillman, Director, Wharton Borough Public Schools, E. Central Avenue, Wharton, N.J. 07885

MOPPET: Media Oriented Program Promoting Exploration in Teaching; Alfred Kohler, Director, School #18, Indiana Avenue, Iselin, N.J. 08830

Multi-Media Mathematics Management System; John McIntyre, Director of Federal Funds, Glen Ridge School District, Central School, 3 High Street, Glen Ridge, N.J. 07028

Pollution Control Education Center; Charles Murphy, Director, Union Township Board of Education, 2369 Morris Avenue, Union, N.J. 07083

Project HEAR: Human Educational Awareness Resource; Merle Breitenfeld, Director, 62 Halsted Street, East Orange, N.J. 07019

Project Open Classroom; Dr. Thelma Newman, Director, P.O. Box 1110, Wayne, N.J. 07470

SEE: Specific Education of the Eye; Milton Knobler, Director, Union Township Board of Education, 2369 Morris Avenue, Union, N.J. 07083

Senior Elective Program; Newton Beron, Director, Rumson-Fair Haven Regional High School, Ridge Road, Rumson, N.J. 07760

APPENDIX B

New Jersey Programs Approved for National Dissemination

The following programs developed in New Jersey have been approved for national dissemination by the Dissemination Review Panel, United States Office of Education:

ACTIVE: All Children Totally Involved in Exercising; Thomas Vodola, Director, Township of Ocean Elementary School, Dow Avenue, Oakhurst, N.J. 07755

Dale Avenue Project: Performance Objective Curriculum for Prekindergarten through Third Grade; Helen B. Hanson, Director, Dale Avenue School, 21 Dale Avenue, Paterson, N.J. 07505

Educational Services for Schoolage Parents; Anna Kelly, Director, 225 Comstock Street, New Brunswick, N.J. 08901

Glassboro Right to Read Program; Nicholas Mitcho, Dorothy Wriggins, Co-directors; Glassboro Board of Education, Bowe Boulevard, Glassboro, N.J. 08028

Individualized Language Arts: Diagnosis, Prescription, and Evaluation; Jeanette Alder, Director, Principal, Roosevelt School, Louisa Place, Weehawken, N.J. 07087

Institute for Political and Legal Education; Barry Lefkowitz, Director, c/o Educational Improvement Center-South, Glassboro-Woodbury Road, Box 426, Pitman, N.J. 08071

Learncycle; Barbara Pentre and Hilde Weisert, Co-directors; 249 Leonia Avenue, Bogota, N.J. 07603

LEM: Learning Experience Module; Eleanor Russo, Director, Hackensack Public Schools, 355 State Street, Hackensack, N.J. 07601

Linden Criterion Reading Instructional Project; Anita Schmidt, Director, 16 W. Elizabeth Avenue, Linden, N.J. 07036

Pollution Control Education Center; Charles Murphy, Director, Union Township Board of Education, 2369 Morris Avenue, Union, N.J. 07083

SEE: Specific Education of the Eye; Milton Knobler, Director, Union Township Board of Education, 2369 Morris Avenue, Union, N.J. 07083

Senior Elective Program; Newton Beron, Director, Rumson-Fair Haven Regional High School, Ridge Road, Rumson, N.J. 07760

APPENDIX C

Dissemination Resource Materials

The following publications were written as part of the dissemination work of the Division of Research, Planning and Evaluation, Department of Education, State of New Jersey and are available free of charge, upon request.

Educational Programs that Work Developed throughout the United States, 1974

ESEA, Title III Dissemination Application, 1975-76

Evaluation Reports for the New Jersey ESEA, Title III, Dissemination Program, 1972-73, 1973-74, 1974-75

New Jersey ESEA, Title III, Copyright and Dissemination Guidelines, 1972

Pathways to Success, A Manual for the Dissemination of Successful Educational Programs, 1974

Dissemination materials prepared by the staffs of individual programs are available free of charge or at cost from the project directors and are listed as part of each project's description.

APPENDIX D

Projects that are Funded for National Dissemination in States other than New Jersey

Fifty-six successful educational programs in states other than New Jersey have been approved by the Dissemination Review Panel of the U.S. Office of Education for national dissemination and funded by USOE through ESEA, Title III, Section 306, to offer dissemination services and materials to interested persons throughout the country. These programs will be described in detail in *Educational Programs that Work*, Volume II (1975).

Persons interested in these programs are invited to contact the program staffs directly, the Educational Improvement Centers: South and Northwest, or the State Dissemination Facilitator Project of the Division of Research, Planning and Evaluation. The appropriate catalogue may be requested from the EIC's or the Division of Research, Planning, and Evaluation.

Suggested contact persons:

State Dissemination Facilitator Project
Division of Research, Planning and Evaluation
Department of Education
(609) 396-5251/5291

Martine Brizius
James Gifford
Arthur Spangenberg

Educational Improvement Center, Northwest
Halko Drive, Cedar Knolls (201) 539-0331

Diane Dvorin Weintraub

Educational Improvement Center, South
Woodbury-Glassboro Road, Pitman (609) 589-3410

Charles Barth

Added Dimensions to Parent and Preschool Education

Early childhood program intensifying relationship between teachers and parents.

Project Adventure
Hamilton, Massachusetts

Adds an experience base to a standard high school curriculum.

Alphaphonics
San Francisco, California

Reading readiness lessons in letter names and sounds.

The Alternate Learning Project (ALP)
Providence, Rhode Island

Community based experimental urban high school combining a strong basic skills program with site placement activities and continuous counseling.

Project Catch-Up
Newport Beach, California

Diagnostic-prescriptive compensatory education focusing on remediation in math and language, multicultural activities and parent involvement.

Conceptually Oriented Math Program (COMP)
Columbia, Missouri

Individualized mathematics, grades 1-8, based upon a skills sequence.

Drug Prevention Education Program
Appleton, Wisconsin

Program to inform students, grades 1-6, about drugs and develop critical attitudes regarding their use.

ECOS Training Institute
Yorktown Heights, New York

Incorporates environmental education into existing curriculum and uses the community as a resource and a classroom.

Early Childhood Prescriptive Curriculum Demonstration Center
Miami, Florida

Individualized diagnostic-prescriptive first grade curriculum for high risk students.

Early Prevention of School Failure
Peotone, Illinois

Screening of preschool children to diagnose learning disabilities and social or emotional problems.

Engineered Classrooms
Papillon, Nebraska

Diagnostic-prescriptive, individualized instruction for special education students including those who are behaviorally maladjusted.

Exemplary Center for Reading Instruction (ECRI)
Salt Lake City, Utah

Trains teachers in alternative teaching styles for the teaching of reading.

Project FOCUS
St. Paul, Minnesota

A high-school program for disaffected youth using a school-within-a-school plan.

Functional Analysis Systems Training (FAST)
Essexville, Michigan

Mainstreaming of special education students.

Hawaii English Program (Project ALOHA)
San Jose, California

A total instructional system in language skills, literature, and language systems. Provides materials, equipment and a management system with a structure of goals and objectives for individualization in pacing, modes and patterns of learning. Includes peer-tutoring.

Project Health and Optimum Physical Education
Ocilla, Georgia

Uses movement education to teach awareness of body movements, balance, and self-confidence. Emphasizes physical activities in which every child experiences success.

Project Home-Base
Yakima, Washington

Home visit program to train parents to help their children develop intellectual and motor skills.

Project HOST
Vancouver, Washington

Trains community volunteers and students as tutors for students of all ages.

Project IDEA (Infant Deafness Educational Assistance)
San Jose, California

Individual tutoring, home visits, and nursery school used to stimulate development for hearing impaired children from birth through age three.

Infant Deafness Educational Assistance (IDEA)
Saratoga, California

Nursery program for hearing impaired students that includes a parental role.

Project INSTRUCT
Lincoln, Nebraska

Diagnostic-prescriptive language arts program.

Instruction-Curriculum-Environment (ICE)
Green Bay, Wisconsin

Environmental education that includes various teaching techniques.

Learning Disabilities: Early Identification and Intervention
New Orleans, Louisiana

Procedures to identify learning disabled children in kindergarten and provide remediation in grades K-2.

Learning to Read with Symbols
Sierra Conservation Center, California

Teaching reading to adults using group instruction, learning stations, and worksheets.

Mathematic Prescriptions for Classroom Teachers
Staten Island, New York

Diagnostic-prescriptive approach to individualizing instruction in mathematics.

New Adventure in Learning
Tallahassee, Florida

Primary level individualized instruction in basic skills emphasizing language and thinking skills.

New Model Me Project
Lakewood, Ohio

Experimental approach for secondary students and teachers to study the causes and consequences of behavior and select alternatives to destructive behavior.

Northwest Special Education Model
Lignite, North Dakota

Diagnostic testing of learning disabled students to provide basis for prescriptive tutoring.

Occupational Versatility
Seattle, Washington

Student managed industrial arts program combining individual shops into a general shop and placing each student in charge of his/her own learning. Can be used with any industrial arts curriculum.

Parent-Child Early Education Program
Ferguson, Missouri

A three-hour Saturday School for pre-school children that stresses parental involvement both in the school and through home visits and home activities. Emphasizes early identification of learning disabilities.

Parent Readiness Education Center
Detroit, Michigan

Instruction for learning-disabled pre-K students in a one morning per week school program supplemented by home activities.

Positive Attitudes Toward Learning
Bethalto, Illinois

Teaching training through four performance based learning packages: Self-Concept, Individualized Teaching, Active Involvement, and Process.

Project Pegasus-Pace
Tuscaloosa, Alabama

Reading instruction according to a skills hierarchy in sixteen sequential elementary levels. Continuous learning and differentiated staffing.

Project R-3
San Jose, California

Motivational program emphasizing student readiness, subject relevance and learning reinforcement through individualized instruction, intensive involvement and gaming/simulation.

Re-Ed School of Kentucky
Louisville, Kentucky

Model residential and satellite day care programs for emotionally disturbed students, ages 6-12.

Project Simu-School
Dallas, Texas

Planning models for school administrators that may be used individually or integrated into a total system of comprehensive educational planning.

St. Paul Open School
St. Paul, Minnesota

A comprehensive, voluntary learning environment involving all members of the community – students, teachers, parents and others – in the learning process.

Strategies in Early Childhood Education
Waupun, Wisconsin

Screens kindergarten students in motor development, auditory and visual perception, and language development, and provides follow-up through an individualized diagnostic-prescriptive teaching approach.

Project Success for the SLD Child
Wayne, Nebraska

Instruction for children with specific language disabilities.

Systems Directed Reading Project
Elkhart, Indiana

Remediation of reading and language deficiencies K-5 through systems-based classroom instruction supplemented by a diagnostic-prescriptive reading center.

Talents Unlimited
Mobile, Alabama

Guides teachers to recognize and nurture talents in all children, including those in the areas of academics, creative thinking, communication, forecasting, decision-making.

U-Sail
Salt Lake City, Utah

Individualized instruction with curriculum support materials in math, language arts, social studies, science, early childhood education, and Spanish.

Vocational Reading Power Project
Pontiac, Michigan

Reading instruction for the vocational school.

The following projects are approved and funded for national dissemination, but to date no information about them has been received.

California Right to Read
San Diego, California

Cognitively Oriented Pre-Kindergarten Program
West Chester, Pennsylvania

Contract Learning in the Areas of Reading and Mathematics for Type A Mentally Handicapped Students in a Non-Segregated Setting
Grand Rapids, Michigan

Educational Remediation for Children with Learning Deficits through Precision Teaching
Great Falls, Montana

Family Oriented Structured Preschool Activity
St. Cloud, Minnesota

Home Start I
Waterloo, Iowa

Organization of Community and School Staff for Restructuring the School System
New Haven, Connecticut

Pilot Project, Utilizing Supportive Personnel Using Behavior Modification Techniques with Articulatory Disordered Children
Burlington, Iowa

Pre-K Prescriptive Teaching Program for Disadvantaged Children with Learning Disabilities
Fargo, North Dakota

Project KARE
Blue Bell, Pennsylvania

Project SHARE
Crookston, Minnesota

Urban Arts Program
Minneapolis, Minnesota